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ANNUAL CATALOG
THE STOUT INSTITUTE

Member of the American Association of Teachers Colleges
The Teachers College Division of the North Central Association of
Colleges and Secondary Schools and
The American Council on Education

ANNOUNCEMENT
THIRTIETH YEAR
1932-33

GENERAL INFORMATION AND
COURSES OF STUDY FOR THE SCHOOL YEAR
INCLUDING SUMMER SESSION
1932-33

Industrial Arts Building (right) and Home Economics Building.

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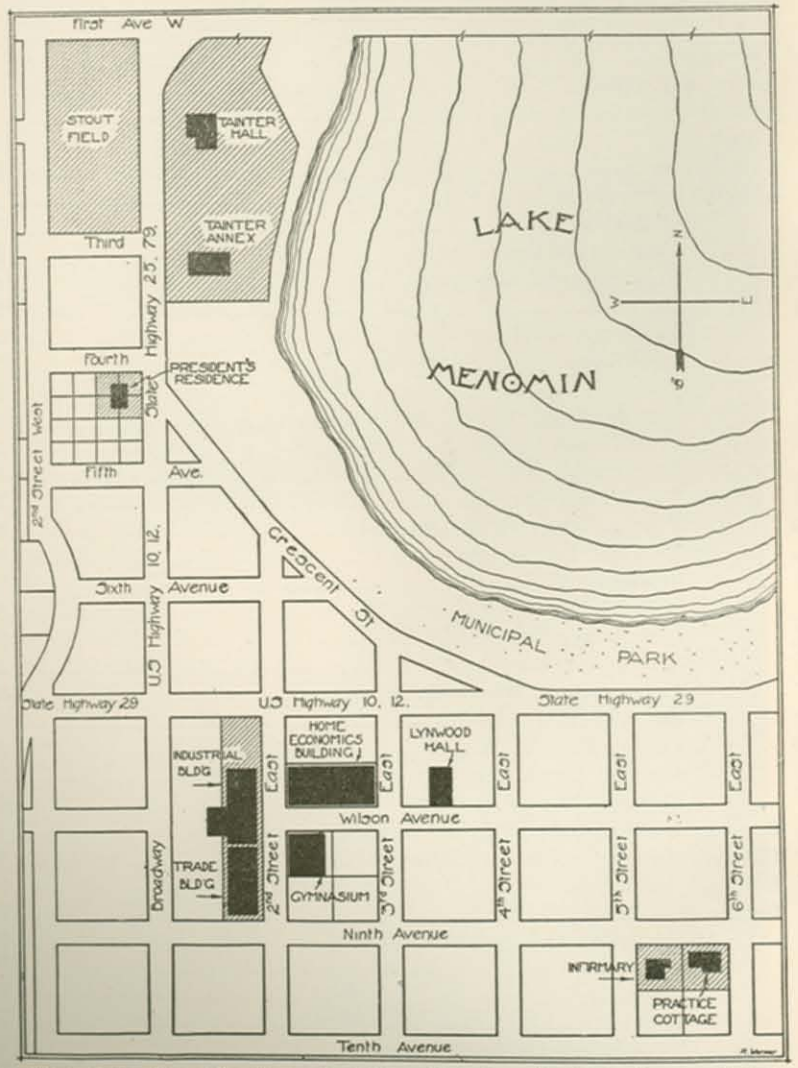


Map of the Stout Institute Buildings Showing the Main Group of Buildings, the Close Proximity of Lynwood Hall to the Main Group, the Dormitory Group Located on the Shores of Lake Menomin, the President's Residence, and the Infirmary and Practice Cottage.

College Calendar

FOR THE THIRTIETH ANNUAL SESSION AND TWENTY-SEVENTH SUMMER SESSION OF THE STOUT INSTITUTE

* * * * *

SECOND SEMESTER 1931-32

Monday, January 25 - Registration Day for Second Semester.
Tuesday, January 26 - Second Semester classes convene.
Sunday, May 22 - Baccalaureate Address.
Friday, May 27 - Commencement Day.

SUMMER SESSION 1932

Monday, June 20 - Twenty-seventh Summer Session begins.
Friday, July 29 - Summer Session closes.

FIRST SEMESTER 1932-33

Tuesday, September 13 - Regular Session begins. Registration for Freshmen and other new students.
Wednesday, September 14 - Registration for matriculated students.
Thursday, September 15 - Classes convene.
Thursday, November 24 - Thanksgiving Day.
Friday, December 16 - Christmas Vacation begins.
Tuesday, January 3, 1933 - Classes resume.
Friday, January 27 - First semester ends.
Monday, January 30 - Registration day for second semester.
Tuesday, January 31 - Classes convene.
Sunday, May 28 - Baccalaureate Address.
Friday, June 2 - Commencement Day.

BOARD OF TRUSTEES

(January 1, 1932)

* * * * *

Employee Members	Term Expires
John Wickstrand, Superior	1934
Peter T. Schoemann, Milwaukee	1933
Louis Holthusen, Green Bay	1932
Agricultural Members	
Wm. F. Dettinger, Hixton	1931
R. H. Loether, Eau Claire	1933
H. W. Griswold, West Salem	1932
Employer Members	
E. W. Schultz, Sheboygan	1931
Harold S. Falk, Milwaukee	1932
Jessel S. Whyte, Kenosha	1933

Ex-Officio Members

John Callahan,
State Superintendent of Schools, Madison

Voyta Wrabetz,
State Industrial Commission, Madison

Officers of the Board:

President: E. W. Schultz

Secretary: Geo. P. Hambrecht, Director State Board of Vocational Education, Madison

Stated meetings of the Board:

Regular quarterly meetings of the Board are held on the last Tuesday of January, April, July, and October.

OFFICERS OF ADMINISTRATION

BURTON EDSEL NELSON, President.

CLYDE A. BOWMAN, Dean School of Industrial Education, Director Summer Session.

RUTH E. MICHAELS, Dean School of Home Economics.

ALETTA MONTEITH, Executive Secretary.

GERTRUDE M. O'BRIEN, Registrar, Appointment Secretary.

BRYARD M. FUNK, Business Manager.

JOSEPH T. BURNS, Superintendent of Buildings, Chief Engineer.

MERLE M. PRICE, Dean of Men.

* * * * *

GRACE M. DOW, Director of Halls and Housing. Hostess of Tainter Hall.

FREDA M. BACHMANN, Hostess, Tainter Annex.

HAROLD A. HYER, Fellow, Lynwood Hall.

* * * * *

LILLIAN M. FROGGATT, Librarian.

ROBERT BRUCE ANTRIM, Assistant Librarian.

MYRTLE STRAND, Assistant Librarian.

HAZEL WEIR, Student Assistant.

* * * * *

CLARA J. YOHR, Office Assistant. Stenographer.

AGNES WINSTON, Office Assistant. Stenographer.

HELEN B. STAVERLOK, Office Assistant. Clerk.

ELEANOR PIERSON, Student Assistant. Clerk.

FACULTY

* * * * *

BURTON EDSEL NELSON, President.
Pennsylvania State Normal School, 1884; Western Normal College, B. S., 1891; M. S., 1895; High School Principal four years; Superintendent City Schools, Lewiston, Illinois, seven years; Superintendent City Schools, Lincoln, Illinois, four years; Superintendent City Schools, Racine, Wisconsin, fourteen years; President, The Stout Institute, 1923—

FREDA M. BACHMANN, Biological Science.
Miami University, Oxford, Ohio, 1907 A. B.; 1908 M. A.; University of Wisconsin, Fellow in Botany 1908-1909; Assistant in Botany and Plant Pathology 1909-1912, Ph. D.; Milwaukee Downer College Asst. Prof. Botany and Bacteriology, 1912-1914; University of Wisconsin, Instructor in Agricultural Bacteriology, 1914-1924; The Stout Institute, 1924—

CLARA LOUISE BOUGHTON, Home Economics Education.
State Normal School, Milwaukee, 1890-1893; Stout Institute Diploma, 1910; Stout Institute B. S. in Household Arts, 1921; University of Chicago, Summer Session, 1927; Teacher in Public Schools, Manitowoc, 1895-1909; Director of Domestic Science, Racine, 1910-1911; The Stout Institute, 1911—

CLYDE A. BOWMAN, Industrial Education.
River Falls, Wis., State Normal, 1907; Stout Institute, January 1909; Columbia University Bachelor of Science Degree and Professional Diploma in Supervision of Industrial Arts, 1915; Graduate Work Columbia University, 1916, 1919; University of Wisconsin, M. S., 1927; Summer Sessions Stout Institute, 1907, 1908, 1909, 1911, 1913; University of Wisconsin, 1912; Columbia University, 1915; Shop Instructor, El Paso, Texas, 1909; Director Manual Arts, City Schools, Stillwater, Minnesota, 1909-1911; Director Department Manual Arts, State Normal, Stevens Point, Wisconsin, 1911-1914, 1915-1916 (leave of absence 1914-1915); Instructor and Associate Advisor in Industrial Arts, Teachers College, Columbia University, New York City, 1916-1919; The Stout Institute, 1919—

ARTHUR G. BROWN, Education.
Macalaster College, 1914, B. S.; Stout Institute, Summer Session, 1914; University of Chicago, Summer Session, 1919; University of Wisconsin, 1928, M. S.; Instructor of Manual Arts and Athletic Coach, City Schools, Le Suer, Minn., Two Years, and City Schools, Bottineau, North Dakota, One Year; Director of Athletics and Head of Department of Manual Arts, Forestry State Normal School, Bottineau, North Dakota, Four Years. The Stout Institute, 1920—

MARY LOUISE BUCHANAN, Foods.
Iowa State College, Ames, Iowa, B. S. 1915; Summer Session, Teachers College, Columbia University, 1919; Iowa State College, 1921; University of California, 1924; Iowa State College, M. S., 1927; Teacher of Foods, High School, Cedar Rapids, Iowa, 1915-1921; Teacher of Foods, High School, Omaha, Nebraska, 1921-1926; The Stout Institute, 1927—

EARL L. BURBIDGE, Physical Education, Coaching.
University of Wisconsin, B. S., 1928; Director of Athletics, Antigo (Wis.) High School, 1928-1929; The Stout Institute, 1929—

ALICE M. BURGOIN, Cafeteria Management.
Nebraska Wesleyan University, B. S., 1922; Colorado State Teachers College, Greeley, Colorado, Summer Session, 1922; Principal, Pacific Junction High School, 1922-1925; Principal, Elliott, Iowa, High School, 1925-1928; Teaching Fellow, Institutional Administration, Iowa State College, 1928-1929; M. A. 1929; Assistant Foods Director, Memorial Union, Iowa State College, Summer, 1929; The Stout Institute, 1929—

GERTRUDE L. CALLAHAN, English.
State Normal School, Oshkosh, 1910; University of Chicago, Ph. B., 1912; University of Wisconsin, Ph. M., 1927; Teacher of English in High School, Waupun, Wisconsin, 1913-1915; Teacher of English in Senior High School, Jamestown, North Dakota, 1916-1918; Instructor of English, University of Wisconsin, 1919-1920; Teacher of English in South Division High School, Milwaukee, 1920-1922; Teacher of English in East Side High School, Madison, 1923-1925; Instructor in English, University of Wisconsin, 1925-1927; The Stout Institute, 1927—

LILLIAN CARSON, Related Arts.
Earlham College, Richmond, Indiana; University of Chicago, Ph. B., 1919 and M. S. 1926; Instructor and Supervisor of Home Economics, Newcastle, Indiana, 1915-1918; Instructor Related Art, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1919-1921; Assistant Professor of Home Economics, Lewis Institute, Chicago, 1921-1925; The Stout Institute, 1927—

MARGARET WINNONA CRUISE, Nutrition.
University of Toronto, Toronto, Canada, B. A., 1912; Columbia University, M. A., 1918; Summer Sessions, University of Chicago, 1925, 1926, 1927; Teacher in Public Schools, Port Dover, Ontario, 1905-1907; Dietitian, Johns Hopkins Hospital, 1912-1913; Head, School of Household Science, Mount Allison College, Sackville, N. B., 1913-1915; Lecturer of Household Science, University of Toronto, 1915-1917; Instructor of Dietetics and Household Science, Oregon State College, 1918-1920; Lecturer of Nutrition and Household Science, MacDonald College, McGill University, Ste. Anne, Que., 1921-1926; The Stout Institute, 1927—

FRED L. CURRAN, Industrial Education.
State Normal School, Stevens Point, Wisconsin, 1905; Stout Institute, Diploma, 1909; B. S., 1921; Bradley Polytechnic Institute, Summers, 1908, 1909; Teachers College, Columbia University, Summer Session, 1928; Teacher in Public Schools, 1898-1903; Principal State Graded Schools, 1905-1907; The Stout Institute, 1908—

WALTER B. DAVISON, Social Science.
State Normal School, Superior, Wisconsin, 1906; University of Wisconsin, B. A., 1908; University of Wisconsin, M. A., 1911; University of Wisconsin, Summer, 1921; University of Minnesota, Summer,

1924; Head of Department of Social Science Studies, Blaine High School, Superior, Wis., 1909-1910; Director of Civics, Indianapolis Schools, Indianapolis, Ind., 1910-1914; Head of Department of History and Social Science, State Normal School, River Falls, Wis., 1914-1926; The Stout Institute, 1926—

JOHN FAVILLE, JR., Social Science, Journalism.

Lawrence College, 1917; Beloit College, B. A., 1921; University of Wisconsin Summer Session, 1924; Advertising and Publicity Work, 1921-24, Bradley Knitting Co., Goddard Sales Co., S. S. Kresge Co.; Instructor in English and Coach of Debate, Oshkosh High School, 1924-25; The Stout Institute, 1925—

ALMA MAY GANZ, Home Economics Education.

The Stout Institute, Diploma, June 1917; Stout Institute, 1924-25, Summer School, 1925; University of Minnesota, B. S., 1928. Teacher, Colfax High School, Colfax, Wisconsin, 1917-18; Buffalo County Rural Normal, Alma, Wisconsin, 1918-21; Supervisor of Student Teaching, Clothing, State Teachers College, Valley City, North Dakota, 1921-23; Supervisor of Home Economics Department, La Crosse Vocational School, La Crosse, Wisconsin, 1925-27; Teacher Trainer for Vocational Home Economics Teachers, State Teachers College, Stevens Point, Wisconsin, Summers of 1926 and 1927; Teacher Trainer for Vocational Home Economics Teachers, Department of Education, University of Wisconsin, Summers, 1928, 1929, and 1930; Supervisor of Day and Evening Vocational Home Economics Classes, Wausau Vocational School, Wausau, Wisconsin, 1928-29; The Stout Institute, 1929—

H. F. GOOD, Auto Mechanics, Electrical Work, Science.

Iowa State College, B. S. in Electrical Engineering, 1913; B. S. in Agricultural Engineering, 1914, M. S. in Industrial Education 1929; Instructor in Agricultural Engineering, Dunn County School of Agriculture, 1914-1918; Special Training in Gas Engines, Tractors and Automobiles; Foreman of Construction Work in Electric Railway Shops; The Stout Institute, 1918—

ROLAND P. GRAY, English Language and Literature.

Columbia University, 1893, B. A.; University of Rochester, M. A., 1907; Extended study at Harvard University, 1896-1898; Yale 1900; Oxford and British Museum 1901; Instructor of English, University of Nebraska, 1894-1895; Instructor and Assistant Professor of English, University of Rochester, 1895-1905; Professor of English Language and Literature, Acadia University, Canada, 1905-1908; Professor and Head of the Department of English, University of Maine, 1909-1918; Director of Education, Army and Navy units in Philadelphia District, 1918-1919; Director of Community Service, Army and Navy, in Capital District, New York, 1919-1920; Professor of English, Elmira College, 1920-1924; Professor and Head of Department of English, University of Dubuque, 1924-1928; Professor of English, Hope College, 1928-1930; The Stout Institute, 1930—

DANIEL GREEN, Machine Drafting.

Whitewater, Wisconsin, State Normal, 1900-1902; Mechanical Engineering, University of Wisconsin, 1902-1905; B. S. Degree, University of Chicago, 1914; M. A. University of Minnesota, 1932; Instructor and director of shop work and drawing, Des Moines, Iowa,

Louisville, Kentucky, Marquette, Michigan, and Elgin, Illinois, 1906-1917; Head of Department of Industrial Education, State Normal School, Macomb, Illinois, 1917-1918; Midland Chemical Company, Argo, Illinois, 1918-1922; Director Vocational Education, Richmond, Indiana, 1922-1924; The Stout Institute, 1924—

DALOS H. GROBE, Orchestra.

University of Wisconsin, 1913-1915; Violinist, Al Thompson's Orchestra, Madison, Wisconsin, 1913-1915; Organized and directed several orchestras since 1915; Violinist with following orchestras in Los Angeles, California, 1921-22—Ambassador Hotel, Los Angeles Country Club, Midwick Country Club; Director, Orpheum Theatre Orchestra, Menomonie, Wisconsin, 10 years; The Stout Institute, 1930—

C. W. HAGUE, Printing.

Practical Printer, Seven Years Experience; Hamline University 1912-1913; University of Wisconsin Summer Session, 1915; Lawrence College, 1914-1917, B. A. Degree; Seven Weeks at Intertype Factory School, Brooklyn, N. Y., Summer 1922, Certificate; One Year's Experience Teaching Drafting and Applied Mathematics for Electricians, School of Engineering of Milwaukee; One Year as Instructor of Printing, Vocational School, Appleton, Wisconsin; Harvard University, Cambridge, Massachusetts, Summer Session, 1929; The Stout Institute, 1919—

H. M. HANSEN, Advanced Woodwork.

Stout Institute, 1918. University of Wisconsin, Summer Session, 1919. Forest Products Laboratory, Special Courses, 1920-1923. Stout Institute, 1927, B. S.; Building Trades Experience 16 years; (Knapp-Stout Lumber Company one year. Carpentry, two years. Sash and Door, Planing Mill and Cabinetwork, four years. Patternmaking and Machineshop, one year. Drafting, one year. In the Contracting Business six years. Building Superintendence, one year.) Vocational School Instruction, (Saturdays) two years. The Stout Institute, 1912—

VIOLET M. HASSLER, Public Speaking.

Kansas State Teachers College, Emporia, Kansas, B. S., 1925; Northwestern University, Evanston, Ill., 1928-29. Teacher Grade School, Carlton, Kansas, 1920-21; Instructor, Speech Department, Kansas State Teachers College, Emporia, Kansas, 1925-28. The Stout Institute, 1929—

MARIEL HOPKINS, Experimental Cookery

Central State Teachers College, Oklahoma, 1909; Iowa State College, B. S., 1915; University of Chicago, M. S., 1924; Iowa State College, Summer quarter 1928; University of Chicago, Fall quarter 1929; Teacher of Mathematics, High School, Stillwater, Oklahoma, 1909-12; Head of Home Economics Department, Central State Teachers College, Oklahoma, 1915-17; Home Demonstration Agent, Iowa, 1917-19; Instructor in Foods, Cornell University, Ithaca, N. Y., Summer, 1919; Supervisor of Home Economics, Oklahoma City Public Schools, 1919-21; Instructor in Foods, Colorado State Teachers College, Summer, 1920; State Nutrition Specialist, Michigan Agricultural Extension Service, 1921-24; Professor of Home Economics and Head of Department, University of Kentucky, 1924-29. The Stout Institute, 1929—

ALICE SHERFY HOUSTON, Director of Nursery School.

Lewis Institute, 1906-08; Ohio State University, B. S., 1923-24; Merrill Palmer School, Detroit, 1924 and 1930-31; University of California, Summer Session, 1926; University of Southern California, Summer Session, 1927; University of Washington, M. S., 1926-27. Teacher of Nutrition and Dietitian, Slippery Rock, Pennsylvania, State Teachers College, 1924-26; Teacher of Foods and Nutrition, University of Southern California, 1927-28; Teacher of Nutrition and Foods, U. S. Agric. College, Logan, Utah, 1928-29; Teacher of Nutrition and Dietitian, State Normal School. Bellingham, Washington, 1929-30; The Stout Institute, 1931—

CHARLES H. INGRAHAM, Band.

Band directing five summers under F. G. Dana, Third Regiment National Guard Band, Camp Douglas 1891-1894. Director of Chorus and Assembly Singing under Prof. Lawrence, Columbia University, Summer Session 1918. Organized and Directed for Nineteen Years the Ludington Guard Band, 1888-1907. Organized and Directed Bands, Orchestra and other musical organizations since 1888. The Stout Institute, 1926—

LILLIAN JETER, Clothing and Related Art.

Kansas State Agricultural College, 1916, B. S.; Teachers College, Columbia University, 1925, M. A.; Teachers College, Columbia Fremont High School, Fremont, Nebraska, 1916-1919; Head, Home Economics Department, Nebraska Wesleyan University, Lincoln, Nebraska 1919-1926; Head, Clothing and Textiles Department, University, Summer of 1926; Teacher of Clothing and Textiles, Alabama College, Montevedo, Alabama, 1926-1927; The Stout Institute, 1927—

THOMAS W. JOHNSTON, Woodturning, Sheet Metal.

University of Illinois, 1908-1910; Bradley Polytechnic Institute, 1910-1912; Columbia University, 1916, B. S.; Special Work in University of Wisconsin, and Washington University, St. Louis, Missouri; Head, Manual Training Department, Public Schools, Washington, Iowa, 1911; Instructor, Manual Training, Industrial School, Pittsburgh, Pennsylvania, 1913; Instructor, High School, Duluth, Minnesota, 1918-1920; Instructor, Grade and High Schools, St. Louis, Missouri, 1914-1918, 1920-1922; The Stout Institute, 1926—

FLOYD KEITH, General Metals, Sheet Metal.

River Falls Normal diploma advanced course, 1915. Stout Institute, B. S. degree, 1922. Iowa State College, M. S. degree, 1929. Three seasons recreational work, Winnipeg, Canada. Five years Instructor in Industrial work in Wisconsin High Schools. Practical experience in the metal trades; The Stout Institute, 1922—

RAY F. KRANZUSCH, Auto Mechanics, Radio and Home Mechanics.

The Stout Institute, First Scholarship, 1920-1921. Journeyman Electrical Construction and Repair, Five and One-half Years; Instructor in Electrical, Auto Mechanics and Radio, Sheboygan High School, Sheboygan Vocational School, 1921-1924; Electrical, Auto Mechanics, Radio, and Home Mechanics, Summer Session, The Stout Institute, 1923; The Stout Institute, 1924—

MILDRED L. LAWTON, Home Administration.

Union University, Jackson, Tenn., 1929, B. S., Iowa State College Ames, Iowa, 1931, M. S. Grade schools, Osceola, Mo., 1924-28; High School Vocational Home Economics, Farmington, N. M., 1929-30; Advisor, Iowa State College, Ames, Iowa, 1930-31; The Stout Institute, 1931—

MABEL H. LEEDOM, Chemistry.

City Normal School, Dayton, Ohio, 1894; Stout Institute Diploma 1910; Columbia University, Summer Session, 1913; Teachers College, Columbia University, B. S., 1919, Graduate study, Columbia Schools, Dayton, Ohio, 1895-1905; The Stout Institute, 1910-1918; 1920—

MARY M. McCALMONT, Chemistry.

Westminister College, New Wilmington, Pennsylvania, B. S. Graduate Student, University of Omaha, Nebraska, 1911; University of Wisconsin, 1911-1912, M. S. 1921; Teacher in Public Schools, 1906-1907; Principal of High School and Supervisor of Music, Woodville, Ohio, 1907-1909; City Schools, Omaha, Nebraska, 1909-1911; The Stout Institute, 1912—

MARY I. McFADDEN, Education.

State Normal School, Oshkosh, 1897; University of Wisconsin, Ph. B., 1900; A. M., 1907; University of Chicago, Ph. M., 1901; Teachers College, Columbia University, January, 1908—June, 1908. Teacher Grand Rapids High School, 1891-1892; Principal, Menomonee Falls High School, 1892-1893; Assistant Principal, Oconto High School, 1893-1895; Associate Supervisor of Practice, Oshkosh Normal School, 1901-1906; Acting Assistant Professor of Education, University of of Kansas, One Semester, 1906-1908; Principal, Muskegon City Normal School, 1909-1910; Supervisor of Practice, Teacher of Pedagogy and Music, Sauk County Training School, 1911-1912; The Stout Institute, 1912—

KATHERN McKINNON, Assistant, Nursery School.

University of Minnesota, 1930, B. S. The Stout Institute, 1930—

RUTH E. MICHAELS, Home Economics Education.

State Normal School, Milwaukee, 1902; Stout Institute, 1905; University of Chicago, Ph. B., 1922; Columbia University, M. A., 1923; Instructor, Normal School, Cape Girardeau, Mo., 1905-1907; Head, Foods Department, Cape Girardeau, 1907-1911; Instructor, Foods Department, Iowa State College, 1911-1913; Assistant Professor and Supervisor of Practice Teaching, Iowa State College, 1913-1915; Head, Home Economics Department, State College, Stillwater, Okla., 1915-1916; Dean, Home Economics Division, State College, Stillwater, Okla., 1916-1921; Assistant Professor, Home Economics, University of Pennsylvania, 1923-1927; The Stout Institute, 1927—

MERNA M. MILLER, Biological Science.

Stevens Point Normal, Stevens Point, Wisconsin, 1922-24; Ripon College, 1926, Ph. B., Fellow in Botony, 1926; University of Wisconsin, 1926-27, M. S.; Instructor in LaGrange College, LaGrange, Missouri, 1927-28; The Stout Institute, 1928—

H. C. MILNES, Machine Shop Practice, Foundry Work, Patternmaking.

Armour Institute, 1904-1906; Columbia University, Summer, 1909; Chicago University, Summers, 1910, 1911; Stout Institute, 1928, B. S. Four Years Practical Work in Machine Trades. Teacher of Manual Arts, Evansville, Indiana, 1909-1916; The Stout Institute, 1916—

MAMIE RUSSELL MUTZ, Related Art.

State Normal, Peru, Nebraska, Diploma, 1904; University of Chicago, 1907-1908, Ph. B., 1916; Student Art Institute, Chicago, Saturday classes 1907-1908; Applied Arts Summer School, Chicago, 1920; California School of Fine Arts, 1922-1923; State Normal, Peru, Nebraska, Critic, 1905-1907; Supervisor of Art, Training School, 1908-1911; Director, Department of Art, 1911-1922; Colorado State Teachers College, Art Department, Spring and Summer, 1922; The Stout Institute, 1923—

PAUL C. NELSON, Elements of Woodwork, Carpentry, and Woodfinishing.

The Stout Institute Summer Sessions 1918, 1919, 1924, 1925, and 1926. Total trade experience eighteen years (Apprenticeship Cabinetmaking and Carpentry, five years. Journeyman Cabinetmaking and Millwork, four and one-half years. Foreman Cabinetmaking and Stair building, four years. Journeyman Carpentry two and one-half years. Building contracting business, two years.) Instructor Cabinetmaking, Woodfinishing, Carpentry, and Architectural drawing. Vocational School and High School, Racine, Wisconsin, eight years. Evening classes in Cabinetmaking and in trade preparatory and trade extension work in the Building Trades Six Seasons. Elements of Woodwork, The Stout Institute Summer Session 1926, The Stout Institute, 1926—

GRACE M. PRICE, Vocational Home Economics Education.

State Normal School, Stevens Point, Wisconsin, Diploma, 1921; University of Chicago, Ph. B., 1924; Summer Sessions, Stevens Point Normal, 1921; Teachers College, Columbia University, 1921; Oregon Agricultural College, Corvallis, Oregon, 1922; University of Chicago, 1923; Teacher in Vocational School, Fond du Lac, Wisconsin, 1921-1922; Head of Home Economics Department, Fond du Lac Vocational School, 1922-1923; Teacher Trainer of Vocational Home Economics Education of Wisconsin, State Board of Vocational Education, June 1924; University of Wisconsin, Summer Session, 1924. The Stout Institute, 1924—

MERLE M. PRICE, History, Dean of Men.

State Teachers College, St. Cloud, Minnesota, Diploma, June, 1921; University of Minnesota, College of Education, B. S., 1924; M. A., 1929. H. S. Principal, Gonvick, Minn., 1921-22; H. S. Principal, Park Rapids, Minn., 1922-23; Teacher, Advanced English, Extension Division, Minneapolis Public Schools, 1923-24; H. S. Principal, Grand Marais, Minn., 1924-26; Teaching Assistant and Quizmaster, University of Minnesota, 1926-27; Administration Fellow, University of Minnesota, 1927-29; The Stout Institute, 1929—

J. E. RAY, Architectural Drafting, Mechanical Drawing, Freehand Drawing, Bricklaying and Concrete Work.

Williamson Trade School, 1908; Stout Institute and University of Wisconsin Summer Sessions, 1917 and 1918; Stout Institute, 1917, B. S., 1922. M. S. Iowa State College, 1930. Seven Years' Experience as a Journeyman and Foreman Bricklayer in New York, Pennsylvania, New Jersey, Florida, Texas, Louisiana, Arizona, California, Michigan, and Wisconsin. Stout Institute, 1914-1927; Instructor in Advanced Drafting in Waukegan Township High School, Waukegan, Illinois, 1927-1930. The Stout Institute, 1930—

BERNICE REYNOLDS, Physical Education.

Coe College, Cedar Rapids, Iowa, 1931, B. S. The Stout Institute, 1931—

CORYDON L. RICH, Mathematics and Science.

State Teachers College, Oshkosh, Wisconsin, Ed. B. 1929; University of Wisconsin, 1930, Ph. M. Principal high school and grades, Soldiers Grove, Wis. 1920-22 and 1923-26; same Kewaskum, Wis., 1922-23; same Monticello, Wis., 1926-29; State Teachers College (algebra) summer session 1926; State Teachers College, Whitewater, Wis. (mathematics) 1930-31; The Stout Institute, 1931—

F. E. TUSTISON, Mathematics, Science, Home Mechanics.

Graduate Ohio Wesleyan University, 1909; B. S. Summer Session of Chicago University, 1916; Summer Session, Case School of Applied Science, 1917; University of Wisconsin, 1928, M. S. Practical Experience in Electrical Installation, Motor Testing, and Cabinetmaking. Director of Gymnasium of Shattuck Military Academy, 1909-1910; Instructor of Science, Somerset High School, 1910-1920; Acting Superintendent of Somerset City Schools, 1919; The Stout Institute, 1920—

HAZEL VAN NESS, Clothing.

Syracuse University, B. S., 1921; Columbia University, A. M., 1929. Instructor, Clothing and Design, Syracuse University, 1922-27; Assistant Professor, Clothing, Colorado Agricultural College, 1927-28; The Stout Institute, 1929—

LETTY E. WALSH, Home Economics Education.

B. A., Iowa State Teachers College, 1915; M. A. and Supervisor of Household Arts Diploma, Columbia University, 1920; Graduate Study, University of Chicago, Summer Session, 1917. Supervisor of Practice Teaching in Home Economics, Iowa State Teachers College, Cedar Falls, Iowa, 1915-1919. The Stout Institute, 1920—

R. L. WELCH, Vocational Industrial Education.

James Millikin University, Department of Engineering, 1908-1911; Department of Industrial Education, 1914-1915; Stout Institute, Summers, 1916, 1917; Bradley Polytechnic Institute, Summer, 1919; Practical Experience in the Metal Trades. Director of Industrial Arts, Somerset, Kentucky, City Schools, 1915-1916; Instructor of Mechanical Engineering, South Dakota State College, 1916-1918; The Stout Institute, 1919—

STANDING COMMITTEES

* * * * *

The President is ex-officio a member of all committees.

Adv. Standing and Credentials

C. A. Bowman
W. B. Davison
H. F. Good
M. I. McFadden
R. E. Michaels
L. E. Walsh
G. M. O'Brien, Secretary

Curriculum

B. E. Nelson
C. A. Bowman
R. E. Michaels
M. W. Cruise,
F. E. Tustison
W. B. Davison
L. E. Walsh

Athletic Council

Floyd Keith, Chairman
Earl Burbidge
Bernice Reynolds
J. E. Ray
A. M. Burgoin

Auditing

A. G. Brown
M. Hopkins
H. M. Hanson

Lyceum

W. B. Davison
D. Green
F. E. Tustison
L. E. Walsh
H. F Good

Assembly

B. E. Nelson
F. L. Curran
V. M. Hassler
M. M. Price

Publications

J. Faville
Roland Gray
C. W. Hague
M. R. Mutz
Bernice Reynolds

Student Affairs

H. F. Good
C. A. Bowman
M. M. McCalmont
F. M. Bachmann
M. M. Price
L. Jeter
M. W. Cruise

Student Loans

B. E. Nelson
C. A. Bowman
R. E. Michaels
G. M. O'Brien, Sec't'y
B. M. Funk, Treas.

Employment

F. E. Tustison, Chairman
A. G. Brown
R. F. Kranzusch
M. M. Price
M. H. Leedom
R. M. Michaels

GENERAL INFORMATION

* * * * *

REGULAR SESSION, 1932-33

LOCATION

The Stout Institute is located in the city of Menomonie, in western Wisconsin, sixty-six miles east of St. Paul, on the Chicago and North Western Railway. Menomonie is also connected with Mississippi River points by the Chicago, Milwaukee, and St. Paul Railway.

Since the automobile has become the prevailing means of travel, under this caption it is wise to state that Menomonie is located on United States Highways Nos. 10 and 12 and on State Highways Nos. 25, 29, and 79.

HISTORICAL INFORMATION CONCERNING STOUT

With the creation of Wisconsin as a state in 1848, there came prompt recognition of the educational needs of the new community. Immediately Wisconsin provided for teacher training by the creation of its first state normal school. While Massachusetts and Pennsylvania preceded Wisconsin in the organization of normal schools, the records show that in 1867 Wisconsin was leading even these states and all other states in the number of state normal schools established. In that year, Wisconsin was operating five state normal schools, one more than existed in any other state. Wisconsin demonstrated its leadership again in the organization of a new type of

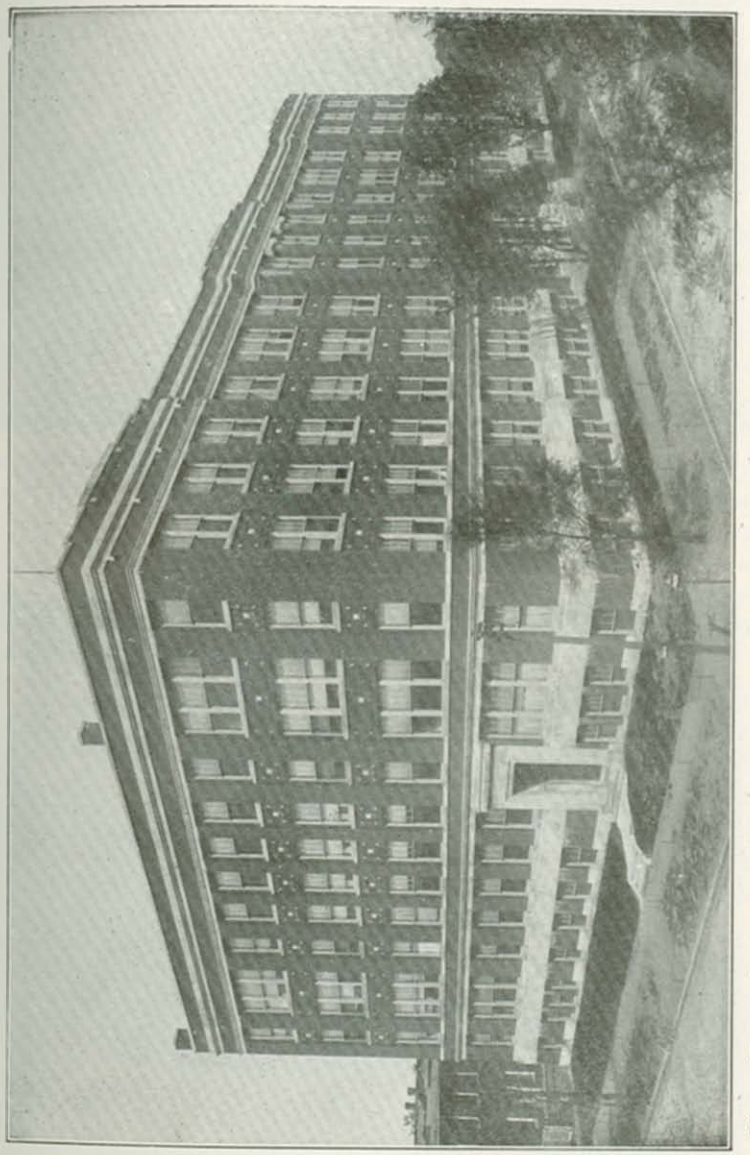
school in 1911 when it provided a teacher training school charged with the preparation of teachers of Home Economics and Industrial Arts. In that year, after eighteen years of operation as a private endowed training school, The Stout Institute became a state institution.

The Stout Institute was the pioneer in the placing of instruction in Industrial Arts and Household Arts in a system of public schools. Menomonie was the first city in America in which Manual Training and Home Economics were made a part of the course in all grades of the public school and high school, and this training was under the supervision and instruction of The Stout Institute.

During the early experimental years these schools were constantly visited and inspected by educators from the far centers east, west, north, and south. The Manual and Household Arts began to find their way into other school systems. Teachers had to be supplied. The Stout Institute alone at that time was ready to furnish them. It was, then, in reply to a general demand that The Stout Institute became a training school, the first in America to dedicate itself wholly to the preparation of teachers of Industrial Arts and Household Arts. It still stands the only—as it was the first— school in this country giving itself wholly to the preparation and training of teachers of Industrial and Household Arts, and certain other occupations closely related to these, and for which the standard courses almost equally well prepare its graduates.

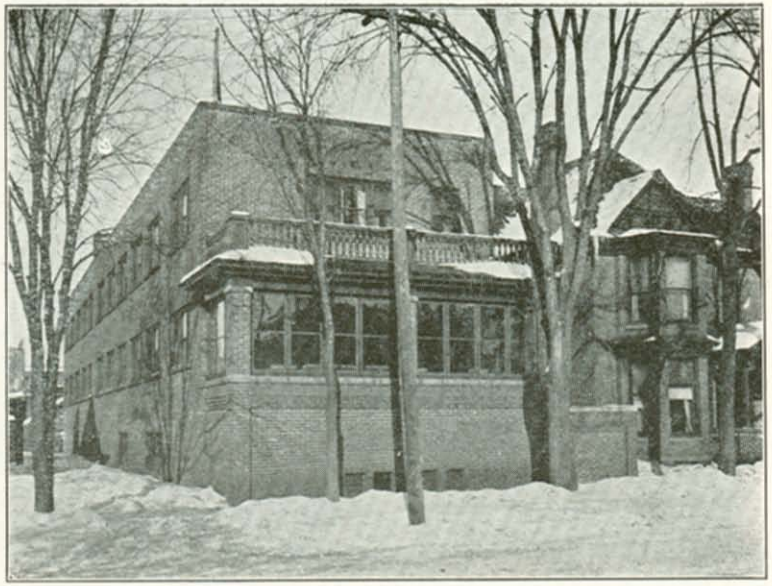
The Stout Institute exists and is here in Menomonie because Menomonie was at one time the great lumber center of the Northwest. It was because of these great lumber interests that James H. Stout came from St. Louis to Menomonie in 1889, and it was these lumber interests which held him here and made him an important factor in the Knapp, Stout and Company, in which connection with the other members of his firm, he amassed a considerable fortune.

But unlike most men with similar opportunity, he acquired money not for the sake of money, but for the good that money can be made to do for the betterment of humanity. He was



Home Economics Building. Includes Auditorium, Cafeteria, Tea Room, Laboratories, and Main Offices.

The South End of the Trade Building. House Construction Project.



Lynwood Hall, a Dormitory for Men

greatly interested in his community, and his city in many ways benefited from his great-heartedness.

It was James H. Stout who had the vision and conceived the purpose and plan of organization of The Stout Institute. It was his success in the lumber business which made it possible for him to at least partially realize his dream before death unfortunately interrupted his work and cut short a program which would have changed completely the future of the school, and would, without doubt, have left the school amply endowed.

The first building erected contained just two rooms, one given to Manual Training, and the other to Domestic Economy, as homemaking work was then termed. The work immediately proved so popular that Mr. Stout erected in 1893 a large building, costing in that day of extremely cheap construction $100,000, and equipped it completely for carrying forward many lines of handiwork. This building served its purpose for only four years, when it was completely destroyed by fire. During the school year 1898-1899 a large and better building was erected by Mr. Stout as a monument to his faith in the cause he espoused.

Prior to 1903, Mr. Stout's efforts were dedicated to the boys and girls of Menomonie, and all shop and laboratory work was carried forward under the administration of the public schools. In that year, 1903, the character of the school was greatly changed and broadened in scope by the organization of The Stout Training School, and the dedication of its efforts to the training of teachers of Manual and Household Arts.

At this time Lorenzo Dow Harvey, Wisconsin's capable State Superintendent of Public Instruction, nationally recognized as one of the great educational leaders, was made Superintendent of Schools of Menomonie, and President of The Stout Training School. Here began the development of new things in education, the breaking down of century old ideals of education, and the formulating of new standards adapted to all the students of all the schools.

In September, 1903, there were 25 men and women enrolled

in the training school. The next year 48 registered, and in 1905, 98 reported. Three years later, in 1908, there were 197 students enrolled, and in 1913, ten years after this organization and leadership became effective, more than 500 students were in attendance. Early in 1908 another important change came, when through articles of incorporation, The Stout Training School became The Stout Institute, and in the purposes enumerated in its charter could be seen the development of a greater school.

Mr. James H. Stout died in 1910. This was a heavy loss tc the institution. Tangible evidence exists showing that had he lived through another half decade, nearly a million dollars would have gone into expansion. After his death the school would not have survived except for the courageous leadership of Dr. Harvey, who prevailed upon the state of Wisconsin to assume all responsibility for the financing of the school.

It was, therefore, in 1911 that The Stout Institute became a state school. Since that date it has been administered by the State Board of Vocational Education acting as the Board of Trustees of The Stout Institute. Under these new conditions the school assumed new obligations, chief among which was to produce a sufficient supply of competent teachers of Industrial Education and Home Economics for the state. New problems of expansion and specialization had to be met, but the demand for Stout graduates increased so rapidly that a further extension of the courses became imperative.

There came now a demand in all of the larger high schools for graduates with four years of college training and a college degree. The Stout Institute was not authorized up to this time to go beyond the two-year diploma course. No other school was prepared to furnish such instruction as Stout was able to give. Recognizing that fact, the legislature in 1917 extended the course to four years and endowed The Stout Institute with the degree granting power. For several years, however, the school continued to grant the two-year diploma because the demand for Stout trained teachers far exceeded the supply of four-year graduates.

In the 1925 catalog the two-year course was omitted and

the diploma course required three years. Immediately, however, a higher standard of preparation was reguired and with the beginning of the school year in September, 1926, all shorter courses were discontinued. Freshmen students in the fall of 1926 were enrolled on the four-year basis.

While the larger part of the students enrolled come from Wisconsin, almost every state in the country is represented in the year's enrollment at The Stout Institute. Stout graduates are teaching in virtually every state in the Union. They are teaching in Canada, the Canal Zone, Hawaii, Cuba, and the West Indies. Graduates who can be strongly recommended are generally placed before the degrees are granted. The Stout Institute strives not for enrollment but for superior accomplishment.

PURPOSE AND ORGANIZATION

The Stout Institute is a state teacher training college administered by the State Board of Vocational Education sitting as the State Board of Trustees of The Stout Institute. The members of this board consist of the State Superintendent of Public Instruction, and a member of the state Industrial Commission, ex-officio members; three employers of labor; three employees; and three members representing agriculture, appointed by the Governor of Wisconsin. The Director of Vocational Education, elected by the Board of Trustees, acts as Secretary of the Board.

The revenues for the support of the college are secured through appropriations made by the legislature of the state biennially, from tuitions paid by students attending from other states, and from definite stipulated fees authorized by legistation. Supplementing these revenues the college receives from the United States government the actual cost of carrying on courses in Vocational Teacher Training. This institution has been designated by the State Board of Vocational Education, and by the Federal Board for Vocational Education, as the training school in Wisconsin for the training of vocational and part-time teachers under the Smith-Hughes Act.

The average erollment for the regular session is approximately 500. The institution administers a complete range of courses in Home Economics and Industrial Education. The enrollment of entering freshmen is restricted to a certain number of sections with a given number of students in each section. This keeps the total enrollment within the capacity of the buildings and equipment of the school.

BUILDINGS AND EQUIPMENT

There are provided four, large, thoroughly equipped buildings—the Home Economics Building, the Industrial Education Building, the Gymnasium, and the Trades Building. In addition there are also dormitories, a Home Management Cottage, and Infirmary. The institution represents an investment of over a million and a quarter dollars.

Industrial Education Building

The first building to be erected of the group now used for instruction was the Industrial Education Building. It is four stories high, with light basement containing engine room, storage and work rooms. The ground floor plan is extended to a total area of 76 by 182 feet, and the annex contains the machine shop, general metal and foundry. All of these shops are well equipped.

The first floor contains the pressroom, bindery, composing room, and lecture room of the printing department. Teachers' offices and office of the Dean are on this floor. The second floor contains teachers' offices, lecture rooms, practice teaching shops, and home mechanics shop. The third floor contains lecture and recitation rooms, electrical shops, physics laboratory, and radio room.

The fourth floor is given over entirely to an armory and basketball floor. It has a steel arch trussed roof, providing a full area the size of the main building free from obstructions such as columns or partitions. Seats are banked up at the sides, accommodating 800 people conveniently.

Gymnasium and Natatorium

The second building erected in this group was for the Department of Physical Training. The building is 66 by 132 feet, and three stories in height. It contains a very completely equipped gymnasium with running track, measuring room, locker rooms, recreation rooms, and bowling alleys on its west side. Its east side is given over largely to baths and contains a swimming pool, 37 by 87 feet, showers, and a well-arranged series of rooms for Russian and Turkish baths. There are also locker rooms, dressing rooms, and social rooms in the east side of the building. The physical director's office is located near the main entrance.

On the second and third floors of this building are the club rooms for student activities. These are designed to foster social pleasures and good fellowship among the faculty and students. The rooms on the second floor have been equipped with a billiard table and a pool table, settees, rugs, easy chairs, radio, victrola, etc. A number of magazines are maintained for the reading table in this room. The room is for the use of the men students and is open each night after school and for longer periods over the week-ends.

Trades Building

The third building erected for Stout classes was given over to shops for teaching the building trades. It is 84 by 175 feet and two stories in height. A basement at one end of the building is entirely above grade level and contains the carpentry shop, 36 by 80 feet. The ceiling of this shop is over 20 feet high and the shop is so constructed that a section of the outside wall, 27 by 20 feet, may be removed, making it possible to move a complete building directly to its proper site. At one end of the shop is a lecture balcony. At the other is a lumber balcony. A moist air dry kiln opens from the lumber balcony and extends into the mill, which adjoins the carpentry shop. The mill is very completely equipped with modern woodwork machinery.

A cabinetmaking shop is connected with the mill and pro-

vided with heavy benches, veneer press, sash and door clamp, and a complete glue room. The general woodworking shop is on the other side of the cabinet shop. The auto mechanics shop, located in the next room, is equipped with gasoline engines, automobile motors, burning and running-in machine, lathe, reboring machine, etc., for handling complete auto repairs. The equipment includes air plant motors with a unit in ground work. On the second floor, over the auto shop, the auto mechanics electrical work and chassis work are located. The sheet metal shop, on the second floor above the auto shop, has a complete equipment, including cornice brake, circular shear, burring, turning, and beading machines, and proper stakes necessary for carrying on a complete course in sheet metal work.

A middle entrance leads to the second floor corridor and to a conveniently arranged lecture room. A large shop on this floor is given over to painting and wood finishing, with a varnishing room and fire-proof storage for finishing supplies connected. Two large rooms are equipped for architectural and machine drafting and contain an electric blueprinting machine. Elementary Manual Arts is taught in a room especially planned for this work, opening upon this corridor. In addition to its necessary tools and benches it contains several exhibits and conveniences of interest to the teacher of elementary work.

Home Economics Building

The last building erected at The Stout Institute was planned largely for Home Economics classes. It is 126 by 228 feet and is four stories in height. Elevators are provided for faculty and student use and add greatly to the comfort and convenience of those taking work in the building. This building has two large wings. The one on the west houses The Stout Institute Library. The rooms are large, well lighted and well ventilated. In addition to the reading room there is a magazine section, stack room, conference room, and cataloging room.

The east wing houses the Auditorium. This extends three

stories and has a seating capacity of nearly 1,000. It is thoroughly equipped as a modern theatre with stage 23 by 50 feet, proscenium arch 32 by 24 feet, decks, fly galleries, and scene loft 50 feet high. There are the usual dressing rooms, and lavatories, and a stage switchboard controlling all stage and house lights. The stage equipment includes asbestos drop, picture screen, and both interior and exterior scenery. Special settings for the stage for use in concerts and for lecture work have been built by Stout students. Attention has been given to acoustics as well as to the decorative effects of such settings. A picture booth contains both stereopticon lantern and motion picture machine. Fire exits have been provided in all directions and are properly illuminated. Six doors open up at the rear for general exit.

The administrative offices are also located on the first floor of the Home Economics Building and include the President's office, the Secretary's office, the Business Manager's office, office of the Registrar, and the offices of the Dean of the School of Home Economics, and women's social room.

The second floor of the building comprises laboratories and lecture rooms. The laboratories are used for clothing, textiles, and related arts, and the lecture rooms for education, academic subjects, and Home Economics work. On the third floor of the building are found laboratories for nutrition and foods, including the rat experimental room. The equipment for the Nursery School is also on this floor. It includes the large play room, sleeping room, bath room, and offices. Two well-furnished and equipped homemaking units which are used chiefly for instructional work with secondary school children are included in the equipment on the third floor. The laboratories for the science courses are all located on the fourth floor, which is unusually well arranged and well ventilated for this purpose. A large lecture and demonstration room is also found on this floor and many small classrooms which are used chiefly for academic lectures. A complete carbon-dioxide refrigerating system takes care of this problem for the entire building.

DEGREES

The Bachelor of Science Degree is conferred upon all students completing curriculum requirements in the School of Home Economics and the School of Industrial Education. These courses require four years of work beyond the high school. Upon completion of this work a diploma is issued, which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate legally qualifies the holder to teach the subjects in which training has been taken in the public schools of the state. The license is issued by the Wisconsin State Department of Public Instruction. Fully registered students at The Stout Institute must complete 128 semester hours and 128 grade points, plus the requirements in Physical Education.

RESIDENCE REQUIREMENTS

The minimum residence requirement shall be one year of attendance at The Stout Institute. A diploma graduate of The Stout Institute may meet residence requirements for the degree with the minimum of three summer sessions or one semester of attendance at The Stout Institute, subsequent to receipt of diploma, provided the total residence of such student in The Stout Institute for both diploma and degree is not less than one and one-half years. Residence requirements for the degree of Bachelor of Science should not be construed as being met in any instance unless a minimum of three summers or one semester of work in residence has been completed subsequent to the date of receiving diploma. Six six-weeks summer sessions are equivalent to one year of residence.

QUALIFICATIONS FOR ADMISSION

Entrance requirements of The Stout Institute shall be interpreted as graduation from an approved high school or equivalent training. Not less than 15 units shall be accepted.

Such graduation or equivalency shall include high school units as follows:

(1) Required

English	3 units
Algebra or Geometry	1 unit
Science	1 unit
Social Studies	1 unit

(2) Not less than 5 units from the following group:

Foreign Language
Social Studies
Mathematics
Science
English

(3) Not more than 4 units from any other subjects accepted for high school graduation.

A certificate of recommendation, which may be secured from the principal of the high school, should be filed with the Executive Secretary as early as possible. Students entering Stout are required to submit a physician's certification of their physical condition, including a certificate of vaccination. A supplementary examination is made of all first year students and an annual examination of all students is required during the other years of attendance at this institution. This examination is made by a consulting physician connected with the institution. The charge for this examination is included in the infirmary fee referred to elsewhere. These credentials, together with a statement of approved rooming arrangements, are required before the enrollment shall be considered complete.

For admission to the vocational special course, high school graduation is not required, but letters indicating trade experience are required.

SPECIAL STUDENTS

All students taking work for credit toward degrees are regular students. The Administration urges very strongly that all students enter regular courses and take the work outlined for those courses, even though they may not be

able to stay on for the time required to complete the courses. Students are given special classification only when age and preparation of the applicant, in the opinion of the President, make such classification expedient and justifiable.

CREDITS, GRADE POINTS AND ATTENDANCE

In order to receive a degree, the student must gain not only the number of credits in the course which he is pursuing, but his studies must reach a certain average of excellence. This standard is fixed by the grade point system, which requires for graduation as many grade points as credits. Grade points shall be apportioned as follows:

A	(94-100)	3 grade points per semester hour credit
B	(86-93)	2 grade points per semester hour credit
C	(78-85)	1 grade point per semester hour credit
D	(70-77)	0 grade points per semester hour credit

The maximum number of grade points that can be secured by a student graduating with 132 credits, is 396; the minimum is 132. Students who graduate under the 128 hour curriculum must earn 128 grade points. It is evident that an average grade of C is necessary for graduation. Students who fall behind in the required number of points are ineligible for graduation.

In determining grade points for two-year graduates of The Stout Institute who reentered after September, 1927, only such credits as are earned after that date shall be used in computing the number of grade points for such students. When computing grade points for students who enter with advanced credits, only those credits which are earned in The Stout Institute after September 1927, shall be used in computation. In order to qualify for a degree, such transferred students must receive as many grade points as the number of semester hours required for obtaining degree.

All students entering with transferred credits from other institutions with grades of C or above, shall enter with the grade of C.

The number of cuts from any course shall be directly in proportion to the number of semester hours credit in that course. The following tabulation summarizes the cut rules:

5 hour course	5 cuts
4 hour course	4 cuts
3 hour course	3 cuts
2 hour course	2 cuts
1 hour course	1 cut

The penalty for each absence beyond the cuts allowed in a course shall be a three per cent reduction from the individual's numerical grade for the work in the course.

The days on which no cuts are allowed are the last school day before a school recess and the first school day after a school recess. An absence on a no-cut day shall cause a three per cent reduction from the student's grade regardless of the number of previous cuts.

Any student who is too ill to attend classes should report at once to the school nurse. Any student living in Menomonie shall have his or her parents or guardian notify the school nurse. Cases of very severe illness or other serious situations that will enforce prolonged absence shall be referred to the Deans. In such cases an Incomplete can be reported. To secure a record of Incomplete, a student must have in that course, at the time of withdrawal, a passing grade. Such a record of Incomplete shall be granted only in cases in which the absences incurred have been due to situations over which neither the teacher nor student has any control.

TRANSFERRED CREDITS

Students entering The Stout Institute who have had any work whatsoever in another institution of higher learning, regardless of whether or not they wish to receive credit for it, must submit complete credentials of both their high school and college work. All such transcripts and supplementary material should be sent at least six weeks preceding the opening of the session the student desires to enter.

Graduate students who hold a Bachelor's degree from other institutions must spend one year in residence and meet the minimum requirements of their major in order to obtain the degree of Bachelor of Science from Stout.

A maximum of eight semester hours of modern foreign language will be allowed as elective credit with a minimum of not less than four semester hours in one language.

Thirty semester hours of approved courses done through Extension or Correspondence, not more than ten semester hours of which shall be Correspondence credit, shall be the limit accepted by The Stout Institute for graduation requirements.

REGISTRATION

Persons who plan to enter Stout should fill out an application for enrollment in advance. Blanks will be furnished by the President upon request. This enrollment blank, including the Health Certificate, when filled out, must be forwarded to the President. While advance enrollment is not absolutely necessary, it is advisable as the number admitted to beginning classes is limited and advance enrollment insures a place in these limited sections.

All students are expected to register on general registration days assigned in the calendar in the college catalog. Late registration is not approved. In cases of registration after the first week of school, a $5.00 fee will be charged. No registration after the second week will be accepted.

TUITION, REGULAR SESSION

Tuition is free for residents of Wisconsin. The tuition charge for non-residents and the definition of non-residents is covered in the following quotation from the Wisconsin statutes:

"Any student attending The Stout Institute who shall not have been a resident of the state for one year next preceding his first admission thereto shall pay a tuition fee of one hundred twenty-four dollars for the school year and a proportionate amount for attendance at the summer session."

Tuition is payable in advance each semester.

SHOP AND LABORATORY FEES

Fees are charged for shop and laboratory courses to cover the per capita cost of material used by students in these courses. The amount of the fee is given in connection with the outline of each course. In addition to the shop and laboratory fees, students are required to pay for any breakage of equipment or damage to buildings for which they are responsible. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by student to gain admittance to classes. A charge is made for duplicate receipts.

LIBRARY FEES

A library fee of $3.50 is payable at the beginning of each semester. This is required of each student. For this fee all necessary textbooks are furnished from the loan textbook library without any extra charge to students. The reference library is supplied with standard books needed to supplement textbooks in different subjects.

The reading room is supplied with daily and weekly newspapers, educational, literary, and technical periodicals, adapted to the needs of the students and available for their use.

In addition to the Stout Institute Library students have access to the Memorial Free Library, one block from the Stout Institute main buildings. The combined facilities of the two libraries make available 32,000 volumes, exclusive of public documents.

SPECIAL EXAMINATION FEE

A fee of two dollars is charged for any special, final, individual examination given for the purpose of determining student's credit. The special arrangements for such examinations and permits are secured with either the Dean of the School of Home Economics or the Dean of the School of Industrial Education, depending upon the work to be covered in the examination.

Estimates on Usual Expenses Incurred by a Student for a Regular Session of Thirty-Six Weeks

	Women	Men
Library Fee (Semester $3.50)	7.00	7.00
Physical Education Fee (Semester $2.00)	4.00	4.00
Infirmary Fee (Semester $2.50)	5.00	5.00
S. S. A. Membership	10.00	10.00
Room (Average dormitory rate for women) Rooms out in town vary according to desirability of room and location	80.00	90.00
Board (Dormitory rate for women. Rates out in town vary somewhat)	198.00	216.00
Laundry (Dormitory rate for a definite amount for women. Local work higher)	18.00	25.00
Material for Clothing Classes for Women (average)	20.00	
Laboratory Fees for Women (average)	25.00	
Shop and Laboratory Fees for Men (average)		30.00
Drawing instruments, overalls, small tools, etc.		27.50
Estimated Expenses for Residents	367.00	414.50
Tuition for Non-Residents	124.00	124.00
Estimated Expenses for Non-Residents	$491.00	$538.50

The fact that incidental expenses, amusements, traveling expenses, postage, clothing, personal supplies, etc., are not included in the above must be taken into consideration.

INCIDENTAL FEES

Special Examination Fee (taken in special cases only)	2.00
Fees for Transcripts (A student is entitled to one transcript of his credits. Each additional copy is issued at the rate of	1.00
Locker Keys (Deposit $2.50—Refund)	.75
Manuals and Bulletins (average)	2.25

SCHOLARSHIPS AND AWARDS

In 1921 Mrs. Mary J. Eichelberger of Horicon, Wisconsin, willed to the Stout Institute twenty thousand dollars in preferred stocks and cash. This legacy came to the institution without stipulation as to the purpose or use to which it was to be put. For several years no use was made of this fund.

In 1924 the administration recommended that the earnings from the principal and such part of the principal as may be required should be used in making loans to worthy and capable students when in need. No part of the principal has been used. The fund has, through dividends and interest additions, increased to a considerable sum. Ten thousand dollars is now being used by students in attendance or is being repaid by students who have graduated.

Certain requirements are set up to govern the committee in passing upon applications for loans. There must be evidence of real need. Freshmen are not accorded the use of this money. Sophomores may not borrow more than one hundred dollars, juniors two hundred dollars, and seniors if graduation depends upon a loan, three hundred dollars. But no student may borrow, during the entire period, more than three hundred dollars. Loans are made only to students of good moral character, fairly high scholarship, and who give promise of excellent work in the teaching field after graduation.

Scholarships, known as Eichelberger scholarships, four in number, or one hundred dollars each, are given during commencement week to two men and two women. These awards are based upon scholarship, personality, promise of success, social attitudes and accomplishments, and value to the school. Only those having a certain high scholastic ranking are given consideration. The selection of the candidates is made near the close of the regular school year by a special committee appointed each year by the President of the college.

SELF-SUPPORT AND STUDENT AID

Where there are opportunities for a limited number of students to earn a part of their expenses while pursuing

courses, it should be borne in mind that the courses are designed to require the whole of a student's time and effort and that the amount of outside work the student will be able to do can not be great. For this reason students whose funds are not sufficient to meet their expenses for at least the first year are not encouraged to enter college. Expenses here are very low, but the amount of work available is comparatively small.

As far as possible students are employed for extra work about the library, laboratories, and in the cafeteria, and also as janitors. Some opportunities offer themselves outside of school activities. A great deal depends, of course, upon the ability and energy of the individual, and his willingness to do any kind of work. The best places are usually secured by those who have been in college for some time.

Stout does not undertake to secure places for any student in advance, or guarantee employment. It does, however, make special effort through its College Employment Bureau to locate students needing work as a means of paying expenses.

The school operates a Student Loan Fund and makes available to needy and deserving students aid within the limits of the fund. Loans are not made, however, to any freshmen students, and are made only to those students whose school record in scholarship and deportment recommend them to the Committee on Student Loans. Money from this fund is loaned at five per cent, and the loans are made returnable at the latest within one year after the student leaves school.

FEES FOR TRANSCRIPTS

Each student upon graduation may obtain a certified transcript of the standings earned while in attendance at The Stout Institute. Additional copies are furnished at a charge of one dollar per transcript.

THE INFIRMARY

The Stout Institute maintains an infirmary for the care of students, where every detail of health and sanitation is carefully supervised. A resident registered nurse supervises the health of students throughout the college and is on duty at

the Infirmary. The nurse maintains regular office hours in her rooms in the Home Economics Building, where she is easily consulted by students. A college physician is available for consultation to all students. Students are given a medical examination annually.

A fee of two dollars and fifty cents per semester is charged to all students. This fee insures dispensary service and if necessary, ten days of hospital care. Student rooming in the dormitories, where meals are served, will not be charged for meals while at the infirmary. All other students will be charged at the rate of one dollar per day.

FEE FOR SCHOOL ACTIVITIES

The Stout Institute offers a wide range for student activities in addition to the regular work of the school. Besides the regular classes in physical education for men and women, Stout is represented each year by strong football, basketball, baseball, and track teams. Flourishing glee clubs, one for the men and one for the women, have been maintained for a number of years. The Men's Glee Club frequently makes a short road trip in the spring. The dramatic work of the men and women is combined in the organization known as the Manual Arts Players. A permanent Lyceum committee is maintained, operating each school year a five or six number course of the very best talent available. The school paper, The Stoutonia, is published each Friday. The editorial, mechanical, and business management of this paper is handled by students. Numerous social affairs take place throughout the year in the school gymnasium. The school has had a strong band organization each year, membership in which is open to men and women.

All of these organizations through contests, concerts, plays, programs, contribute to the social life of the school. The management of admission, booking, and relationship with various student activities is through the Stout Student Association, the officers of which are elected each spring at a regular all-school election.

The membership charge, $10.00 per year, is payable by all students at the time of enrollment at the beginning of each semester, $5.00 the first semester and $5.00 the second. This membership gives every student of the college admission to all athletic events including football, basketball, and baseball, all concerts by student musical organizations including the Band, Men's Glee Club, and Girls' Glee Club, productions of the Manual Arts Players, all Lyceum entertainments under the supervision of the student association, educational and other lectures, all student dances given under the auspices of the student association, and the semester's subscription to the student weekly newspaper, The Stoutonia. The Stout Student Association membership has eliminated the necessity for the many former student drives for the financial support of the usual college activities. The only exceptions are the college annual, the Tower, and the religious organizations. The association has added much to the social atmosphere of the school and has systematized and made harmonious all school activities.

DORMITORIES FOR WOMEN

Bertha Tainter Hall accommodates about thirty young women. The Hall is furnished with all modern conveniences. The rooms are comfortably heated and properly lighted, and standing apart from any other buildings, as it does, occupants are assured of good ventilation.

Tainter Annex accommodates sixty-three young women, and is situated on the same grounds with Bertha Tainter Hall. It is thoroughly suited to the purpose for which it is planned. Each room is sub-divided, separating it into living and sleeping quarters, and accommodates two students.

DORMITORIES FOR MEN

Lynwood Hall was built for the purpose for which it is used and is in every appointment adequate and complete. Until the summer of 1930 it was used as a women's dormitory. That summer it was remodeled and enlarged as well as refurnished in part, and was made a men's dormitory. Here the freshmen are expected to room and also as many sophomores as are necessary to fill it to capacity.

Freshmen living in the dormitory will be required to board at the Stout Cafeteria, a half block distant. They will be required to purchase one five dollar cafeteria coupon book each week. No exception will be made to this requirement.

CONCERNING ALL DORMITORIES

The charge for a room for the school year of thirty-six weeks for each student is $80 to $90, according to size and location of the room. These prices apply to all dormitories.

In Tainter Hall and Annex the charge for meals and a definite amount of laundry work for each student is $6.00 per week.

All non-resident women are required to live in dormitories except Juniors and Seniors who are more than 25 years of age with whom it is optional.

Sheets and pillow cases will be furnished in all dormitories. Students must supply towels and blankets. Blankets will be furnished, however, during the summer session.

Room rent in dormitories is payable by semesters, in advance, at the beginning of each semester.

Board and laundry charges are payable four weeks in advance.

Rooms in dormitories will be available Monday, September 12, 1932. Meals will be served beginning at noon Monday, September 12, 1932.

LIVING EXPENSES OUTSIDE DORMITORIES

Accommodations for men and women not living in dormitories may be secured in the city at varying rates depending upon locations and quality of service. Rooms may be had as low as $2.50 per week per person, and table board may be secured in private homes at $5.50 to $6.50.

THE STOUT CAFETERIA

The Stout Institute Cafeteria, located in the east end of the Home Economics Building, was opened in the fall of 1921. It is for the use of students and faculty and their guests. At present several hundred may be accommodated for three meals daily. The equipment is complete and modern; prices are moderate; the service is adequate; the food is excellent. The cafeteria proves a convenience and economy to many students. Students are securing meals for the week at from $5.00 to $6.00. For the school year 1932-33, the cafeteria will open Monday noon, September 12, 1932.

THE TEA ROOM

The Stout Tea Room offers a fine opportunity for students and faculty members to meet and also entertain guests. Attractive, well balanced luncheons are planned, prepared, and served by Institutional Management students. The work is under the management of the director of the cafeteria. This tea room is also the scene of many special luncheons and dinner parties given by student organizations.

REFUNDS

Students who are compelled to withdraw from the college by reason of illness, not due to poor physical condition or ill health existing before entering, are entitled to a refund of tuition from the date when notice of such withdrawal is received to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to secure an occupant at the earliest date possible.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

CO-OPERATIVE WORK

An expanding program of opportunity for cooperative work for students in the School of Industrial Education is available. This work is of two types, teaching, and shop experience. In the supervised teaching which all students must take in the professional group opportunity is offered at The Stout Institute for such teaching in grades 5 to 12 in the Menomonie Public Schools and in the day and evening classes of the Menomonie Vocational School. Through special arrangements teaching experience in certain other types of schools outside of Menomonie is available for a limited number of students each year. Through these opportunities in addition to those on the campus, all types of teaching positions open to Stout graduates are available for supervised teaching during the training period.

All students in the School of Industrial Education select certain major and minor lines of work in shop work and drawing. Opportunity for advanced students to spend some time in certain selected industries securing practical production experience is available. The scope of such shop experience and the kinds and types are being constantly expanded. During the school year of 1932-33 such work will be available for students majoring in printing, woodworking, and possibly in certain other lines. The purpose of such work is to give the students modern shop experience in the industry in those phases of work which are not completely represented on the campus.

THE DEMAND FOR GRADUATES

The demand for graduates of The Stout Institute as teachers and administrators of Industrial Education and Home Economics is steadily increasing year by year. Graduates have taught or are teaching in every state of the union, with occasional exceptions, and in Canada and Porto Rico. There is an increasing demand for dietitians, luncheon managers, institutional and social workers. While The Stout Institute never guarantees positions to students upon graduation, they

do everything in their power to assist graduates to positions they are qualified to fill.

The number of schools in which Industrial Education and Home Economics are being taught is rapidly increasing, and the demand for well-trained teachers of these subjects is greater than ever before.

The officers of the college are glad to recommend teachers to school officials who are seeking competent teachers or directors of vocational schools, of manual training, Industrial Education, and Home Economics. In making recommendations reasonable caution is used to name candidates who by training, temperament, personality, and experience are adapted to the demands of the position to be filled. For the past few years The Stout Institute has been called upon to furnish more teachers than it has been able to supply or has been willing to recommend.

The authorities of The Stout Institute are making a special appeal to graduates of the two-year diploma course to return to this institution to complete the work leading to the Bachelor of Science degree. The demand for degree graduates in all grades of schools is becoming more insistent. It is constantly becoming harder for teachers not having a degree to secure positions. The work now demanded in most schools requires fuller preparation.

REGULAR SESSION, ENROLLING

The school year opens Tuesday, September 13, 1932, the first semester closing January 27, 1933. The second semester opens January 30, 1933, and closes June 2, 1933. Students should arrange to enter at the beginning of the school year if possible. When this can not be done, students may enter at the beginning of the second semester or at the beginning of the summer session.

All students contemplating attendance at The Stout Institute should, if possible, make plans to secure the degree.

Address all correspondence regarding application for admission, courses of study, or the general work of The Stout Institute to the President.

GENERAL INFORMATION SUMMER SESSION

1932

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The twenty-seventh annual summer session of The Stout Institute, opens June 20, 1932 and closes July 29, 1932. During the summer session, which is a six weeks term, classes are held five days of the week, the week-ends affording opportunity to make use of the recreational facilities of Lake Menomin, the Red Cedar River, and vicinity.

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates of the diploma course have excellent opportunity for taking advanced work for credits toward their degree. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or home making courses will find much of interest in the summer session schedule. The Stout Institute has been designated by the State Board of Vocational Education as the institution in Wisconsin to receive Federal Aid under the Smith-Hughes law for the preparation of teachers for vocational schools.

Special lecturers are secured for the summer session. As a rule, these lecturers spend not less than two days on the campus, conducting the special conferences, as well as presenting general lectures. It has been the policy of the college to secure special speakers peculiarly well qualified to handle the larger social problems of the present time with special emphasis upon the relationships which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the six weeks session will be in the same amounts as credit granted to the same courses during the regular session. This is made pos-

sible through the assignment of increased time per day, per subject and an increased number of meetings per week. In some instances, courses are offered in half credit amounts, it being possible to take one half of the course in one summer, followed by the other half the following summer.

Of the twenty-six summer sessions which have been held in The Stout Institute, the last ten summer sessions have been on the nine weeks basis. This basis has been used to give teachers in service the maximum opportunity to complete requirements toward the degree. During the last several summer sessions there has been a very marked trend toward use of the summer sessions as an extension opportunity for teachers in service. A very large portion of the summer session enrollment has been made up of teachers who come from teaching positions for the summer and return to their positions in the fall. The return to the six week session is made in the summer session of 1932, due to the fact that in all probability the six weeks session will be adequate to take care of current needs of teachers in service from now on. Teachers whose work remaining for the degree is in amount too large to be conveniently completed through summer sessions are advised to make use of semester leaves of absence to permit attendance for one or more semesters during the regular session. In meeting residence and credit requirements, three six weeks sessions will be the equivalent of two nine weeks sessions. In preparing the summer program on the six weeks basis certain courses will be offered every other year, by using alternation of courses. The records of summer sessions indicate that the very large majority of summer session students attend several sessions. Through the use of alternating courses summer session students will have opportunity to select from a range of work even broader than the range in the nine weeks session.

COURSES OF STUDY--1932-1933

SCHOOL OF INDUSTRIAL EDUCATION

Four-Year Course

Leading to the Bachelor of Science Degree in Industrial Education, teacher's professional diploma, and special state license.

FIRST YEAR

			Sem. Hrs.
English	102 a-b	English Composition	5
English	108	Literature I	1
Education	125	General Psychology	5
Mathematics	207-211	Mathematics I-II	4
Physical Education	101	Hygiene	1
Industrial Education	(See List)	Shop, Drawing, Design	16
		Total	32
Physical Education	127	Physical Education	2

SECOND YEAR

English	106	Public Speaking I	2
English	216	Survey of English Literature	2
History	103	American History	3
Social Science	105	American Government	2
Education	222	Principles of Ed. Procedure	3
Education	205	Methods of Teaching Ind. Arts	2
Education	203	Plans and Instructional Material	2
Industrial Education	(See List)	Shop, Drawing, Design	16
		Total	32

The 16 hours of shop work and drawing in the first year consist of eight courses in the following:

Elements of Hand Woodwork I
Elements of Machine Woodwork I
Sheet Metal I
Electrical Work I
Freehand Drawing I
Machine Shop I
Printing I
Elements of Mechanical Drawing I

The shop work and drawing in the first year is required of all students except those entering with specific journeyman experience in trades. The freshman shop schedule is modified for such men. The selection of shop and drawing work in the second, third, and fourth years is based upon the experience gained in the freshman courses and a detailed analysis of calls for teachers showing the locations and distributions of kinds

of work called for and the usual combinations in demand.

Specific selections of shop work for the second year and tentative selections for the shop work for the third and fourth years are made at the close of the freshman year. Such selections are combinations made from the following:

Carpentry I, II, III, IV, V
Millwork I, II
Cabinetmaking I, II, III, IV
Home Mechanics I, II
Auto Mechanics I, II, III, IV
Woodfinishing I, II
Patternmaking I, II, III, IV
Architectural Drawing I, II, III, IV
Furniture Upholstery I
Bricklaying I, II
Machine Drawing I, II, III, IV
Foundry I, II, III, IV
General Metal Working I, II
Sheet Metal II, III, IV
Electrical II, III
Machine Shop II, III, IV
Printing II, III, IV, V, VI, VII, VIII
House Furnishing I, II
General Woodwork I, II, III
Aeronautics I, II

THIRD YEAR

English	346	Essay	1
English	302	Advanced Composition	2
Physics	421	Physics I	5
Chemistry	110	Chemistry I	3
Social Science	201, 303	Economics I-II	5
Education	357 a-b	Administration and Organization of Industrial Education	4
Education	408	Student Teaching	2 or 4
Industrial Education	(See List)	Shop, Drawing, Design	10 or 8
		Total	32

FOURTH YEAR

Required			Sem. Hrs.
History	301	Economic History of U. S.	3
Social Science	413	History of Labor Movements	2
Physics	423 or 425	Physics II or III	3
		or	
Chemistry	120 and 445	Chem. II and III	
		or	
Chemistry	120 and 208	Chem. II and Organic Chem.	6
		Three courses from the following group:	6
Education	401	Vocational Guidance	2
Education	405	History of Education	2
Education	441	Ed. Measurements	2
Education	350	Child Psychology	2
Education	304	The Part-Time School	2
Education	408	Student Teaching	2 or 0
Industrial Education	(See List)	Shop, Drawing and Design	2 or 4
Elective academic and education courses to be selected from the following list:			14 or 11
		Total	32

Electives

Education

Teaching Shop Subjects in the Part-Time School	2
Problems in the Teaching of Shop Subjects in the Part-Time School	2
Courses remaining in Education group after completing required 6 semester hours	

English

Novel	2
Poetry	2
Public Speaking II	2

Social Science Minor

Students desiring to complete a social science minor should select **not less than** 8 semester hours from the following group:

Principles of Sociology or Educational Sociology	3
American Politics	3
Modern History	3
Recent U. S. History	3
Social Psychology	2
Social Problems	3
Labor Problems	3
Teaching Social Science	2

Science Minor

Students desiring to complete a science minor should select **not less than** 9 semester hours (6 semester hours additional if 6 semester hours of Chemistry are taken in fourth year required group) from the following group:
Mathematics III is required of all students completing a science minor.

Mathematics III	3
Physics II	3
Physics III	3
Chemistry II	3
Chemistry III	3
Organic Chemistry	3
Biology	3
Bacteriology	3
Physiology	3
Teaching of Science	2

Coaching

Technique of Coaching Football	1½
Technique of Coaching Basketball	1½

A special schedule is provided for journeymen desiring teacher training in preparation for entering teaching in vocational schools. The schedule, designated as the vocational special, is open only to journeymen. Students who are journeymen and also high school graduates may take the work included in the schedule and additional work leading to the Bachelor of Science Degree if they so desire. The arrangement of the schedules for the first two years for the vocational special classification follows:

Schedules for Students Selecting the Vocational Special Classification

FIRST YEAR

			Sem. Hrs.
Industrial Education	(See List)	Shop, Drawing, Design	8
English	102 a-b	English Composition	5
English	108	Literature I	1
English	106	Public Speaking I	2
Social Science	105	American Government	2
History	103	American History	3
History	301	Economic History (Ind'l)	3
Education	357 b	Organization of Industrial Education	2
Education	125	General Psychology	5
Education	304	The Part Time School and Its Problems	2
Physical Education	101	Hygiene	1

SECOND YEAR

			Sem. Hrs.
Industrial Education	(See List)	Shop, Drawing, Design	12
Social Science	413	Labor Movements, History	2
Social Science	415	Labor Problems	3
Social Science	307	Social Psychology	2
Social Science	201	Economics I	3
Social Science	303	Economics II	2
Education	408	Student Teaching	2
Education	407	The Teaching of Shop Subjects in the Part-Time School	2
Education	401	Vocational Guidance	2
Physical Education	127	Physical Education	1

This schedule of work outlined for the Vocational Special student is closely articulated with the certification requirements of the Wisconsin State Board of Vocational Education. These requirements are as follows:

For the purpose of measuring the attainment and the progress of the part-time schools of the state the Wisconsin State Board of Vocational Education, with the aid of the local directors, has set up certain standards of preparation and experience for each phase of part-time school teaching and is classifying part-time school teachers on the basis of these standards.

Teachers of Trade and Industrial Subjects

Junior Classification

Junior Classification is granted to and held by:

I. All teachers of trade and industrial subjects employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) If not already with a record of successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spend one summer, or the equivalent, during each three year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 cr.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

II. All teachers of trade and industrial subjects employed in the part-time schools of Wisconsin on or after January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) Have had successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience. Or have had successful experience in the vocation taught for at least one and a half years beyond the completion of apprenticeship, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each two year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each two year period. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 cr.

Note: Two year periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in the part-time school and all subsequent two year periods.

Senior B Classification

Senior B Classification is granted to all teachers of trade and industrial subjects employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold Senior A Classification.

(b) Have completed five years of successful teaching of the trade and industrial subject indicated in the part-time schools of Wisconsin.

(c) Have completed one summer, or the equivalent, in professional improvement. At least six credits must be earned in courses approved by the local board of vocational education and the State Board of Vocational Education. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 cr.

Senior B Classification will be extended as long as the possessor

(a) Teaches the trade and industrial subject indicated successfully in the part-time schools of Wisconsin.

(b) If not already with a record of successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spends one summer, or the equivalent, during each three year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Has agreed to and actually does spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 cr.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

Senior A Classification

Senior A Classification is granted to and held by all teachers of trade and industrial subjects who meet the following requirements:

(a) Successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience.

(b) Successful teaching experience of the trade and industrial subject indicated for not less than three years in the part-time school; one of these three years must be in Wisconsin.

(c) Completion of two years of college work in an approved teacher training institution, or the equivalent training.

Note: Time spent by a person without practical experience in a trade or technical school learning elementary processes, if applied on the apprenticeship period mentioned above, cannot be counted here. This two years of school training is to be in addition to the learning of the elementary trade or industrial processes.

(d) Completion of the following courses, which may be included in the two years of college training required under (c) above, or the equivalent specific training.

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 cr.
3. Educational Psychology ..... 2 cr.
4. Vocational Guidance ..... 2 cr.
* 5. Problems in the Teaching of Shop Subjects in the Part-Time School ..... 2 cr.

* This course cannot be taken for classification credit until the teacher has a record of three years experience in the part-time school.

6. Elementary Economics ..... 4 cr.
7. Social-economic Electives
   Labor Problems
   Labor Legislation
   Employment Management
   The Labor Market ..... 4 cr.
   Industrial and Business Organization and Administration
   Sociology

Unclassified

All teachers of trade and industrial subjects who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credit total required throughout these standards.

SCHOOL OF HOME ECONOMICS

The curriculum in Home Economics at The Stout Institute is a professional one planned for the preparation of teachers in this work, and the required courses are selected in keeping with this objective. Through a choice of minors, however, the student may have opportunities to select wider groups of subject matter courses in its various fields. This group selection may lead to a development of interests in lines other than teaching.

All students registering in Home Economics at The Stout Institute are required to take certain basic subjects. These are given largely in the freshman and sophomore years, with a few courses in the junior and senior years. At the beginning of the junior year, students must make a choice of one or more minor groupings.

In addition to the prescribed curriculum, summer experiences in textiles and clothing, foods and nutrition, are established to supplement the students' work in these fields while at school. Approval of work done in this way is necessary as a prerequisite for entrance to certain advanced courses.

Home Economics Curriculum

Leading to the Bachelor of Science Degree in Home Economics

——Required Courses——

FIRST YEAR

			Sem. Hrs.
English	102 a-b	English Composition	5
English	108	Literature I	1
English	106	Public Speaking	2
Chemistry	110 & 120	Inorganic Chemistry I, II	6
Biology	122	Biology	3
History	103	American History	3
or			
Social Science	105	American Government	2
Art	104	Drawing	2
Art	114	Color and Design	2
Art	334	House Furnishing	3
Home Economics	102	Clothing and Textiles	5
Home Economics	116	Orientation	1
Physical Education	128		0

SECOND YEAR

			Sem. Hrs.
English	216	Survey of English Literature	2
Chemistry	208	Organic Chemistry	4
Physiology	214	Physiology	3
Bacteriology	206	Bacteriology	3
Social Science	201	General Economics	3
or			
Social Science	309	Principles of Sociology	3
Education	124	Psychology I	3
Education	204	Psychology II	2
Art	220	Costume Selection	2
Home Economics	218	Clothing Construction	3
Home Economics	230	Food Preparation and Marketing	5
Home Economics	212	Foundations of Nutrition	3
Physical Education	228		0

THIRD YEAR

			Sem. Hrs.
English	302	Advanced Composition	2
Education	320	Home Economics Education I	3
Education	304	The Part-Time School	2
Social Science	326	Problems of the Family	2
* Home Economics	306	Child Nutrition	2-3

* Three points of credit for completion of additional laboratory problems.

FOURTH YEAR

			Sem. Hrs.
English	402	Novel	2
or			
English	404	Poetry	2
Education	408	Student Teaching	4
Education	410	Home Economics Education II	2
Education	424	Mental and Social Growth of Pre-School Child	4
Education	222	Principles of Educational Procedure	3
Home Economics	403	Home Administration	4

One or more minor groups and additional electives to total 128 semester hours.

Minor in Foods and Nutrition

The foods and nutrition courses give the student advanced training in the scientific preparation of foods, the application of the principles of nutrition to the selection of food for health. Students electing a minor in Foods and Nutrition will have preliminary preparation for the profession of dietitian, demonstrator for commercial firms, teaching or research. A student wishing to prepare as hospital dietitian must take a post graduate course of six to twelve months in a hospital approved by the American Dietetics Association. After completion of this training she is eligible to membership in the American Dietetics Association.

Required Courses

Chemistry	322	Physiological Chemistry	3
Home Economics	310	Nutrition and Dietetics	3
Home Economics	308	Meal Planning	2
Home Economics	300	Applied Institution Management	3
or			
Home Economics	438	Experimental Cookery	3
or			
* Home Economics	418	Diet Therapy	3

* Diet Therapy must be elected by those wishing hospital dietetics.

Suggested Electives

Bacteriology	420	Bacteriological Problems	3
Chemistry	438	Quantative Analysis	3
Physics	421	Physics I	5
English	223	Public Speaking II	2
Education	344	Social Education	2
Education	460	Teaching of Science	2
Social Science	303	Economics II	2
Social Science	307	Social Psychology	2
Home Economics	416	Readings in Foods	1
Home Economics	400	Food Demonstrations	3
Home Economics	328	Institution Administration	3
Home Economics	318	Physical Development and Welfare of Children	2
Home Economics	405	Standards of Living	2

Minor in Institution Management

The Institution Management minor includes work in tea room and cafeteria and helps to fit the student for the position of manager of school lunch room and school cafeteria and as assistant in tea room, restaurant or college dormitory.

Required Courses

Home Economics	328	Institution Administration	3
Home Economics	440	Institution Problems	2
Home Economics	300	Applied Institution Management	3
Bacteriology	420	Bacteriological Problems	3
or			
Chemistry	322	Physiological Chemistry	3

Suggested Electives

Bacteriology	420	Bacteriological Problems	3
or			
Chemistry	322	Physiological Chemistry	3
Social Science	303	Economics II	2
Social Science	307	Social Psychology	2
Home Economics	310	Nutrition and Dietetics	3
Home Economics	438	Experimental Cookery	3
Home Economics	418	Diet Therapy	3
Home Economics	400	Food Demonstration	2
Home Economics	416	Readings in Foods	1
Home Economics	308	Meal Planning	2

Minor in Clothing and Textiles

The aim of the Clothing and Texiles minor is to provide opportunity for such knowledge and experience as will enable the student to select clothing for herself and others intelligently; to understand the basic principles of clothing construction; to gain sufficient skill and speed in the construction of clothing to enable her to experience satisfaction in her results; to appreciate her power and responsibility as a consumer; and further to prepare her to teach clothing and textiles in secondary schools.

Required Courses

Home Economics	316	Clothing Economics	2
Home Economics	336	Clothing Problems	2

Two credit hours chosen from the following:

Art	332	Advanced Design	2
Home Economics	312	Applied Dress Design	2
Art	436	Costume Design	2
Home Economics	370	History of Costume	2
Home Economics	372	Textile Study	2

Suggested Electives

Art	426	Seminar in Art	2
Art	400	Crafts	2
Art	432	Economics of House Furnishing	3
Education	130S	Seminar in Home Economics Education	1, 2, or 3
Education	344	Social Education	2
Art	430	Art History and Appreciation	3
Social Science	309	Principles of Sociology	3
or			
Social Science	201	Economics I	3
Social Science	307	Social Psychology	2
English	402	Novel	2
or			
English	404	Poetry	2
English	223	Public Speaking II	2

Minor in Art

This minor is planned to meet the needs of students who are especially interested in art, or who desire to broaden and enrich the required art training of the first two years for the purpose of teaching. The objectives of the sequence are to increase sensitiveness to good design; to deepen appreciation of beauty in nature and in the art of the past and the present; to develop discriminating judgment in the selection and arrangement of material things in the environment to the end that life may be enriched; and to acquire skills which will make leisure more profitable and enjoyable.

Two avenues of study are possible. In the one, interest centers in various aspects of housing; in the other, creative contacts, technical skill, and cultural experience are emphasized.

Required Courses

Art	332	Advanced Design	2
Art	430	Art History and Appreciation	3
or			
Art	434	Period Furnishings	3
Art	426	Seminar in Art	2

Suggested Electives

Art	323	Special Problems in House Furnishing	2
Art	450	House Architecture	2
Art	400	Crafts	3
Art	430	Art History and Appreciation	3
or			
Art	434	Period Furnishings	3
Art	432	Economics of House Furnishing	3
Art	436	Costume Design	2
Art	446 a-b	Sketch	1 or 2
Social Science	448	Housing	2
Social Science	307	Social Psychology	2
Home Economics	312	Applied Dress Design	2
Education	344	Social Education	2
Education	130S	Seminar in Home Economics Education	1, 2, or 3
English	402	Novel	2
English	404	Poetry	2

Minor in Science

The Science minor aims to make it possible for the student of Home Economics to obtain a license to teach General Science in the high schools of the state, and by thoughtful

selection of electives in the junior and senior year, to teach Biology or Chemistry. A wise selection of electives in science will also prove advantageous to the student contemplating graduate work in Home Economics.

Required Courses (Certificate for teaching General Science)			
Physics	421	Physics	5
Education	460	Teaching of Science	2
Required Courses (Certificate for teaching of Biology)			
Bacteriology	420	Bacteriological Problems	2 or 3
Education	460	Teaching of Science	2
Required Courses (Certificate for teaching of Chemistry)			
Chemistry	322	Physiological Chemistry	3
Chemistry	438	Quantitative Analysis	3
Education	460	Teaching of Science	2
Suggested Electives			
Bacteriology	420	Bacteriological Problems	2 or 3
Chemistry	322	Physiological Chemistry	3
Chemistry	438	Quantitative Chemistry	3
Social Science	411	Social Problems	3
English	223	Public Speaking II	2
Education	344	Social Education	2
Home Economics	310	Nutrition and Dietetics	3
Home Economics	418	Diet Therapy	3
Home Economics	416	Readings in Food	1

Minor in Social Science

To qualify for a certificate to teach Social Science in the high schools of Wisconsin certain courses must be completed in addition to the Social Science listed in the major curriculum.

Required Courses			
Social Science	105	American Government	2
Social Science	201	Economics I	3
or			
Social Science	309	Principles of Sociology	3
Education	450	Teaching of Social Science	2
Suggested Electives			
Social Science	303	Economics II	2
Social Science	307	Social Psychology	2
Social Science	411	Social Problems	3
Social Science	413	History of Labor Movements	2
Social Science	415	Labor Problems	3
Social Science	417	American Politics	3
Social Science	419	Educational Sociology	3
Social Science	448	Housing	2
Home Economics	405	Standards of Living	2
Education	344	Social Education	2

Education	342	Story Telling Music and Play Materials—Pre-School Child	2
Home Economics	318	Physical Development and Welfare of Children	2

Minor in Vocational Home Economics Education

Required Courses			
Education	304	Part-Time School	2
Education	412	Analysis and Organization of Home Economics in P. T. School	2
Education	414	Methods of Teaching Home Economics in P. T. School	2

For the purpose of measuring the attainment and progress of the part-time schools of the state the Wisconsin State Board of Vocational Education, with the aid of the local directors, has set up certain standards of preparation and experience for each phase of part-time school teaching and is classifying part-time school teachers on the basis of these standards.

Teachers of Home Economics

Junior Classification

Junior Classification is granted to and held by:

I. All teachers of home economics employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) If not already with a record of practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience, spend one summer, or the equivalent, during each three year period in practical home making as indicated above until such record shall total twelve months.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational

Education. At least six credits must be earned over each three year period.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

II. All teachers of home economics employed in the part-time schools of Wisconsin on or after January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) Have had practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience.

Or have had such practical home making experience for at least six months, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two year period in such practical home making until such record shall total twelve months.

(c) Have completed two years of the home economics course in an approved teacher training institution of college rank, or the equivalent training.

(d) Have agreed to and actually do spend one summer, or the equivalent, during each two year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each two year period. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School ..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School ..... 2 cr.

Note: Two year periods mentioned above are those ending with the second August 31st after the teacher enters upon her work in the part-time school and all subsequent two year periods.

Senior B Classification

Senior B Classification is granted to all teachers of home economics employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold Senior A Classification.

(b) Have completed five years of successful teaching of home economics in the part-time schools of Wisconsin.

(c) Have completed one summer, or the equivalent, in professional improvement. At least six credits must be earned in courses approved by the local board of vocational education and the State Board of Vocational Education. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School ..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School ..... 2 cr.

Senior B Classification will be extended as long as the possessor:

(a) Teaches home economics successfully in the part-time schools of Wisconsin.

(b) If not already with a record of practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience, spends one summer, or the equivalent, during each three year period in practical home making as indicated above until such record shall total twelve months.

(c) Has agreed to and actually does spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School ..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School ..... 2 cr.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

Senior A Classification

Senior A Classification is granted to and held by all teachers

of home economics who meet the following requirements:

(a) Practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience.

Note: Practical experience in home making involving some responsibility is considered to be:

1. Experience with entire responsibility for all home making activities such as would be the case were the housewife to be away or ill or the mother to die leaving full responsibility to be assumed by the candidate. Teacher Training Form 8 V. S. Item B.

2. Experience as an employee in the home responsible for certain home making activities such as would be the case where the candidate works with and assists the housewife but usually has delegated or assumes responsibilities for definite activities. Teacher Training Form 8 V. S. Item C.

(b) Occupational experience in employment other than teaching or home making for at least three months, or equivalent experience.

(c) Successful teaching experience of home economics for not less than three years in the part-time school; one of these three yars must be in Wisconsin.

(d) Completion of a four year college course with a home economics major in an approved teacher training institution, or the equivalent training.

(e) Completion of the following courses, which may be included in the four years of college training required under (d) above, or the equivalent specific training:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School ..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School ..... 2 cr.
* 4. Problems in the Teaching of Home Economics in the Part-Time School ..... 2 cr.

* This course cannot be taken for classification credit by teachers holding Junior Classification until they have completed an approved four year college course in home economics and have a record of three years experience in the part-time school.

5. Child Psychology ..... 2 cr.
6. Elementary Economics ..... 4 cr.
7. Socio-economic Electives

Labor Problems	
Labor Legislation	
Employment Management	
The Labor Market	..... 4 cr.
The Family	
Sociology	
Humanics	
Vocational Guidance	

Unclassified

All teachers of home economics who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credit total required throughout these standards.

COURSES

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EDUCATION AND PSYCHOLOGY

Education 124 General Psychology (For Students of Home Economics)

Prerequisite or Parallel Course: Physiology 214.

Physiological basis for mental activity; mental reactions in behavior; laws controlling mental reactions; habit formation; the emotions—their nature and effect on life and conduct; changes in interests and attitudes in the adolescent period.

Sem. I. Credit: 3

Miss McFadden.

Education 125 General Psychology (For Students of Industrial Education)

Mental processes treated mainly as varieties of reactions and types of learning. Emphasis on function of the body mechanisms, man's equipment of unlearned activities and capacities, general laws of learning and their application, individual differences, their significance, and the devices by which they are measured, application of psychological principles in teaching and learning situations.

Sem. I, II, S. S. Credit: 5

Mr. Brown.

Education 204 Psychology II

Prerequisite: Education 124.

Learning process; how new types of behavior are learned; the laws of presentation and association; the influence of mental attitudes; thinking and teaching others to think; measure of one's learning ability.

Sem. II. Credit: 2

Miss McFadden.

Education 203 Plans for Instructional Material

Prerequisites: Education 125 and 222.

Factors underlying the appropriate selection and preparation of instructional material in the industrial arts field, with the development of plans for effective presentation. Selected types of work prepared in a series of consecutive units for typical teaching situations. Unit analysis, preparation of instruction sheets, teaching plans.

Sem. I, II, S. S. Credit: 2

Mr. Brown.

Education 205 Methods in Teaching Industrial Arts

Prerequisite: Education 125.

Observation of classes at work; preparation and presentation of lessons to the college class; meaning of education; teaching as a process; laws of learning; types of lessons; class and shop management; elements and conditions of easy control of pupils; punishments; personality of the teacher.

Sem. I, II. Credit: 2

Mr. Curran.

Education 222 Principles of Educational Procedure

Prerequisite: Education 204 or 125

General introduction to present practice in secondary education. Evolution of curricular practices; organization of secondary schools with emphasis on the junior high school; teacher participation in a comprehensive educational and vocational guidance program; need and uses of informal and standardized objective tests with the interpretation of the results; methods, techniques and procedures employed in efficient instruction.

Sem. I, II, S. S. Credit: 3

Mr. Brown

Education 304 The Part-Time School and Its Problems

Prerequisite: Junior Ranking.

A general acquaintance course in the history, theory, purpose, organization, and administration of the part-time school. The following points are considered:

history and development of the part-time school both in Europe and America with special attention given to Wisconsin; Federal and State laws affecting the part-time schools; the type of pupils in the part-time schools and their needs; desirable characteristics of the part-time school teacher; the work of the coordinator; home contacts; health problems; cooperation with outside organizations; cooperation with the Industrial Commissio and Rehabilitation Division; the planning and care of equipment.

Sem. I, II, S. S. Credit: 2
Miss Price, Mr. Welch.

Education 320 Home Economics Education I

Prerequisite: Education 204 and Junior Ranking.

The application of the general principles of education to Home Economics teaching. Pupils in classes,—their equipment, interests, and needs in homemaking. Objectives of Home Economics education; the content of the curriculum; the organization of teaching units; the methods of classroom teaching, and the supervision of home projects. Laboratory management; teaching aids; measuring the results of instruction. Observation in Home Economics classes.

Sem. I, II. Credit: 3
Miss Walsh.

Education 342 Story-Telling, Music and Play Materials for the Pre-School Child

A study of the literature, music and materials used in construction work, as paper, crayons, paints, clay, woodwork, sand, etc., together with play equipment suitable for the pre-school child. The student is given some opportunity for actual work with the materials in the Nursery School.

Sem. I. II Credit: 2
Miss McKinnon.

Education 344 Social Education

Prerequisite: Education 320.

Study of social situations in school and community which offer greatest opportunity for training in the making of desirable and wholesome adjustments. Suggestions as to procedures in the development of certain ideals and attitudes in the adolescent students. Particular attention paid to possibilities of moral training and character building by means of curricular activities.

Sem. I, II, S. S. Credit: 2
Miss Ganz.

Education 350 Child Psychology

Prerequisite: Education 125 or 204.

Heredity and environment; problems of developing capacity; inheritance and personality traits; changes of personality traits during different periods of development; influence of environment; influence of self-criticism for self-control.

Sem. I, II. Credit: 2
Miss McFadden.

Education 357 Administration and Organization of Industrial Education

Prerequisites: Education 222, 203, 125.

Definition of teacher's professional skill in analysis, selection, and teaching on the lesson level, subject level, and curriculum level with solutions of typical problems. Occupational and professional analysis. Present administrative practice analyzed and procedure plans worked out in the following: Functional assignment of operating responsibility; measurement of teaching and supervisory staffs; maintaining and developing the teacher's professional skill; functioning of the school system through continuous survey; the school budget and financial control; maintaining and controlling of buildings and equipment.

Sem. I, II, S. S. Credit: 4
Mr. Bowman.

Education 401 Vocational and Educational Guidance

The rise and development of the movement, with some attention to foreign progress; study of surveys and their application to the problem; analysis and evaluation of the use of intelligence and trade tests; a careful consideration of personnel functions and administration, education, in business and industry; and preparation and classification of occupational information for use in guidance and placement. Assigned reading, lectures and preparation of term papers.

Sem. I, II, S. S. Credit: 2

Mr. Welch.

Education 405 History of Education

Background of present day education. Elementary, secondary and college education in the United States from the early colonial period to the present time. Purposes, curriculum; teachers; equipment; support; administration and supervision; methods; legislation developed for each type of school.

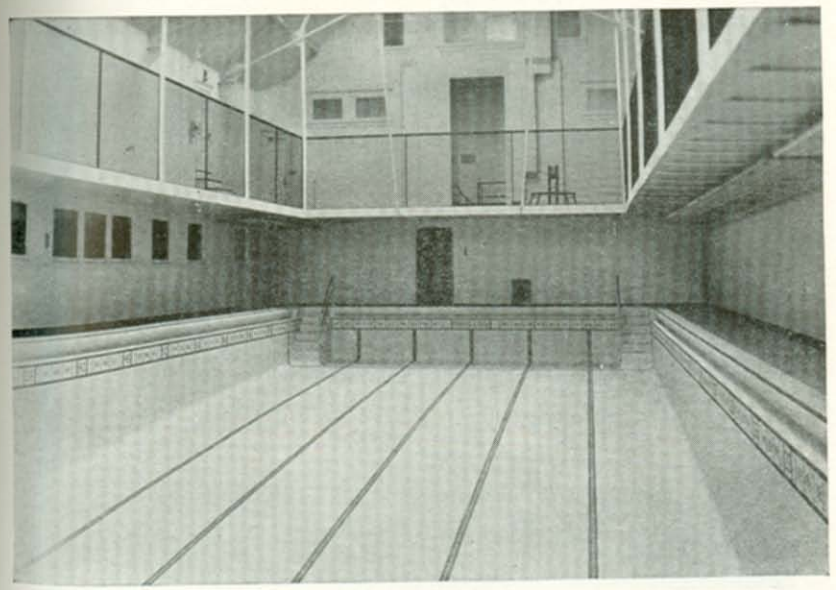
Sem. I, II, S. S. Credit: 2

Mr. Curran.

Education 407 The Teaching of Shop Subjects in the Part-Time School

Recognized principles of teaching applied to typical shop situations as found in the part-time school. Methods of teaching based upon the psychological aspects of learning as applied to both shop and related subjects. Topics considered are (1) the use of the lesson plan and job sheet; (2) the demonstration, both for the whole class and for the smaller group; (3) individual practice, the follow-up on the demonstration; (4) assignment of reading and observation; (5) the notebook and note taking; (6) the lecture or class talk; (7) reports by pupils; (8) questioning; (9) checking and testing, examinations; (10) the use of models, charts, graphs and diagrams; (11) the use of pictures of various kinds; (12) shop hygiene and safety; (13) management, rou-

The Gymnasium. Includes Student Club Rooms and Bowling Alleys.



The Swimming Pool, Rebuilt Last Year.

Bertha Tainter Hall, a Dormitory for Women

A Portion of the Reading Room in Main Library

tine, detail, and discipline, (14) tool room procedure; (15) the maintenance of tools, apparatus and equipment; and (16) the selection, care and purchase of supplies.
Sem. I, II, S. S. Credit: 2
Mr. Welch.

Education 408 Student Teaching

Prerequisites: Education 320 for Home Economics students.

Education 205 and 203 for Industrial Arts students. Observation and teaching of Home Economics and Industrial Education in different grades of the public schools. Relation of class personnel to methods of teaching employed. Preparation, use, and evaluation of courses of study, plans, teaching aids, and tests. Some experience in home practice and home projects. Responsibility for the social and financial organization of the group. Individual and group conferences.
Sem. I, II. Credit: 4
Miss Walsh, Mr. Curran, and others.

Education 410 Home Economics Education II

Prerequisite: Education 320.

Development of Home Economics Education. Present placement in all day school curricula; administrative problems of department. Maintenance of and further professional development of the Home Economics teacher.
Sem. II. Credit: 2
Miss Michaels.

Education 412 Analysis and Organization of Home Economics in the Part-Time School (Smith-Hughes)

Prerequisite: Education 304.

A survey of homemaking charts; a study of the needs of the part-time school girl; an analysis of one homemaking subject; selection and organization of content of short unit course of nine lessons accompanied by teacher's plans and pupils instruction sheets; suggestive

methods for their use for a real situation in a Part-Time School.
Sem. II, S. S. Credit: 2
Miss Price.

Education 414 Methods of Teaching Home Economics in the Part-Time School (Smith-Hughes)
Prerequisite: Education 304.

Building a homemaking curriculum; study and formulation of objectives; suitable methods of teaching such as problem-solving; directed study; group and individual instruction; home-projects; and their adaptation to part-time school situations; measuring results of teaching; comparative study and critical evaluation of text and reference material.
Sem. II, S. S. Credit: 2
Miss Price.

Education 424 The Social and Mental Growth of the Pre-School Child
Prerequisite: Education 204, Senior Standing

A study of the mental, physical, emotional and social development of the child. Emphasis on habit formation, emotional control, and social adjustment.
Sem. I. II, S. S. Credit: 4
Mrs. Houston.

Education 428 Supervision and Administration of Home Economics Education
Prerequisite: Teaching experience.

The organization of the field of supervision; the principles underlying good leadership; the training and qualities valuable in a supervisor. The development of a program of curriculum building and class room teaching and testing. The business administration of a department. The supervisor's relations with school executives, teachers, and community.
S. S. Credit: 3
Miss Ganz.

Education 441 Educational Measurements
Prerequisites: Education 203 and 222 or Education 320.

Improvement of the written examination with reference to validity, reliability, and objectivity. The course includes the present status, types of tests, the selection, characteristics, limitations, possibilities, use and interpretation, as well as the conversion of raw scores and the distribution for the determination of grades. Emphasis is placed on the construction of informal objective tests so that the student may construct and use same when out in the field.
S. S. Credit 2
Mr. Rich.

Education 443 Problems in Teaching Shop Subjects in the Part-Time School
Prerequisite: For Junior teachers (Wisconsin State Board of Vocational Education) three years of teaching experience in the part-time shop classes of the Wisconsin Vocational Schools and the completion of two (2) years of training in an approved institution of college rank. Education 357B.

Individual work representing approved practice in the writing of text material that can be of immediate use in part-time classes. The writing of specific instruction sheets and the preparation of test material suitable for use in part-time classes.
Sem. I, II, S. S. Credit: 2
Mr. Welch.

Education 450 Teaching of Social Science
Prerequisite: At least 16 semester hours credit in Social Science and History.

Methods and materials for the teacher of social science in junior and senior high schools.
Sem. II. Credit: 2
Mr. Davison.

Education 460 Teaching of Science
Prerequisite: At least 15 hours credit in two of the

three sciences, biology, chemistry, and physics.
A consideration of the problems which confront the teacher of science in the smaller high school with emphasis on aims of science teaching; course content; text books; equipment of laboratories; care of equipment; securing of illustrative material; methods of presentation; student records; tests of successful teaching.
Sem. II. Credit: 2
Dr. Bachmann.

Education 130 S Seminar in Home Economics Education
Prerequisite: Junior or Senior ranking.
Short units of three weeks duration. Content of units selected from the most significant present day problems in Home Economics. Details of current units found in the summer session bulletin.
S. S. Credit: 1-2-3
Special lecturers.

ENGLISH

English 102 a Composition
Training in the fundamentals of clear and correct expression; emphasis on expository writing and the organization of material.
Sem. I. Credit: 3
Miss Callahan, Mr. Gray, Mr. Price.

English 102 b Composition
Prerequisite: English 102.
Training in the principles of effective writing; emphasis on descriptive and narrative writing.
Sem. II. Credit: 2
Miss Callahan, Mr. Gray, Mr. Price.

English 302 Advanced Composition
Prerequisite: English 102 and Junior Ranking.
A study of the types of composition; emphasis on the development of style.
Sem. I, II, S. S. Credit: 2
Mr. Gray.

English 108 Literature I
Reading of books representative of the types of literature; acquisition of knowledge regarding the sources of reading materials. Written and oral reports and class discussions.
Sem. II. Credit: 1
Miss Callahan, Mr. Gray, Miss Hassler, Mr. Price.

English 216 Survey of English Literature
Prerequisite: English 102.
A survey of English Literature from Beowulf to the end of the Nineteenth century.
Sem. I, II, S. S. Credit: 2
Miss Hassler.

English 346 Essay
Prerequisite: English 216.
A study of the various types of the essay. Written and oral reports and class discussions.
Sem. I, II, S. S. Credit: 1
Miss Callahan.

English 402 The Novel
Prerequisite: English 216.
A study of the development of the English and American novel with special regard to the novelists of the late nineteenth and twentieth centuries. Lectures, assigned readings, critical papers, and discussions.
Sem. I, II, S. S. Credit: 2
Mr. Gray.

English 404 Poetry
Prerequisite: English 216.
A study of contemporary American and British poetry. Lectures, assigned readings, critical papers, and discussions.
Sem. I, II, S. S. Credit: 2
Miss Callahan.

English 106 Public Speaking I

Practice in the elements of effective speaking. A variety of original speeches and criticisms.

Sem. I, II, S. S. Credit: 2

Miss Hassler.

English 223 Public Speaking II

Prerequisite: English 106.

Advanced instruction for those who wish to attain greater maturity in public speaking. Both classroom and public appearances.

Sem. I, II, S. S. Credit: 2

Miss Hassler.

English 444 Dramatic Coaching I

A study of the technique of play production; units of work cover acting, directing, make-up, lighting and stage equipment, and reading and selecting plays.

S. S. Credit: 2

Miss Hassler.

CHEMISTRY

Chemistry 110 Inorganic Chemistry I

Chemical viewpoint, vocabulary, chemical reaction, oxygen, hydrogen, gas laws and their application, water atomic and molecular weights, equations, solutions, hydrogen chloride and hydrochloric acid, chlorine sodium, sodium hydroxide, salts, halogens, valence, ionization, sulpher and sulpher acids.

Sem. I, II, S. S. Credit: 3

Miss McCalmont, Miss Leedom. (1-4)

Chemistry 120 Inorganic Chemistry II

Prerequisite: Chemistry 110.

Periodic system, atomic structure, nitrogen and the atmosphere, ammonia, nitric acid, phosphorus and other members of the family, carbon and its oxides, silicon and glass, boric acid and borax, sodium and potassium compounds, calcium and its compounds, magnesium, zinc, aluminum, iron, nickel, cobalt, lead, tin, copper, mercury,

silver, gold, platinum, manganese, chromium,—simple qualitative analysis of groups of metals followed by acid radicals.

Sem. II, S. S. Credit: 3

Miss McCalmont, Miss Leedom. (1-4)

Chemistry 208 Organic Chemistry

Prerequisite: Chemistry 120.

Influence of structure on chemical behavior; the hydrocarbons, alcohols, ethers, aldehydes, ketones, acids and esters, carbohydrates, and proteins.

Sem. I, II, S. S. Credit: 4

Miss Leedom (2-4)

Chemistry 322 Physiological Chemistry

Prerequisite: Chemistry 208; Physiology 214.

Cell constituents. Composition of various tissues, chemistry of salivary, gastric and pancreatic digestion. Intermediate and end-products of metabolism.

Sem. II. Credit: 3

Miss Leedom. (1-4)

Chemistry 438 Quantitative Analysis

Prerequisite: Chemistry 120.

Use of analytical balance, preparation of standard solutions both gravimetrically and volumetrically, typical food analysis for women and inorganic determinations for men. Emphasis of technique and accuracy, final application of theory learned in beginning courses.

Sem. II. Credit: 3

Miss McCalmont. (1-4)

Chemistry 445 Chemistry of Materials

Prerequisite: Chemistry 208.

Water and its relations to boiler use, fuels—solids, liquids, gaseous,—lubricants, rubber, paints, varnishes, stains, building materials—cement, tile, brick, stones—ferrous and non-ferrous alloys.

Sem. II, S. S. Credit: 3

Miss McCalmont. (2-2)

BIOLOGY

Biology 122 General Biology

Properties of protoplasm, classification of plants and naimals, structure and nutrition of forms of plant life, the cell in development and inheritance, reproduction, introductory studies in embryology and comparative anatomy, the use of the microscope.

Sem. I, S. S. Credit: 3
Dr. Bachmann, Miss Miller. (1-4)

Bacteriology 206 General Bacteriology

Prerequisite: Biology 122.

Some of the morphological and physiological characteristics of yeast, molds, and bacteria, methods used in the culture and microscopic examination of microorganisms; effects of environment; introductory studies in comparative analysis of air, water, and milk; efficiency of insects as carriers of microorganisms.

Sem. II. Credit: 3
Dr. Bachmann. (1-4)

Biology 214 Physiology

Prerequisite: Biology 122.

Cat anatomy based upon laboratory dissection; comparison of cat and human anatomy; histological studies; simple chemical tests of foods and of enzyme action.

Sem. I, II. Credit: 3
Miss Miller. (2-2)

Bacteriology 420 Bacteriological Problems

Prerequisites: Biology 122, Bacteriology 206.

Applications of bacteriology to the problems concerning conservation and promotion of community health; pure water supplies, sewage disposal, food handling, milk sanitation, food spoilage and food poisoning, control of infectious diseases, and public health organizations. Students may take the lectures without the laboratory.

Sem. I, S. S. Credit: 2
Dr. Bachmann. (2-2)

PHYSICS AND MATHEMATICS

Physics 421 Physics I

Electricity, Mechanics, and Heat. Practical application of general physical laws is stressed in special laboratory problems, or demonstrated by apparatus or machines in actual use. Content applicable to the needs of prospective teachers in Industrial Education, Home Economics or the Sciences.

Sem. I, II, S. S. Credit: 5
Mr. Tustison, Mr. Rich. (3-4)

Physics 423 Physics II

Prerequisite: Physics 421.

Sound and Light. A continuation of Physics I completing the study of the general laws of Physics. The subjects are covered through lecture and related laboratory work. Content is especially adapted to prospective teachers of physics and general science.

Sem. I, II, S. S. Credit: 3
Mr. Tustison, Mr. Rich. (2-2)

Physics 425 Physics III

Prerequisite: Physics 421 and 423, Mathematics 207.

Strength of materials and the materials of construction in machine and building trades. Problems in wood, steel, and concrete construction. Standard and special tests in various grades of iron and steel; building materials such as cement, brick, and woods of various kinds; glues, screws, nails, and other fasteners.

Sem. I, II, S. S. Credit: 3
Mr. Good. (2-2)

Physics 347 Physics IV Radio (9 weeks)

Prerequisite: Industrial Education 119, 343, 345.

Deals with the fundamental principles, construction, and operation of sending and receiving circuits. Equipment is available for assembling and testing the various cir-

cuits to study their adaptability and ease of operation. A portable short wave transmitter and receiver is used for establishing communication with the laboratory station.

Credit: 2

Mr. Kranzusch. (2-6)

Mathematics 207 Math. I Algebra

A review of the fundamental processes together with selected work in advanced algebra.

Sem. I, II, S. S. Credit: 2

Mr. Rich, Mr. Tustison.

Mathematics 211 Math. II Algebra and Trigonometry

Prerequisite: Mathematics 207.

Continuation of Mathematics I including special work in logarithms and slide rule. Introduction to the elements of trigonometry including the solution of the right triangle.

Sem. I, II, S. S. Credit: 2

Mr. Rich, Mr. Tustison.

Mathematics 313 Math. III Trigonometry

Prerequisites: Mathematics 207 and 211.

Continuation of the trigonometry introduced in Mathematics II. Variations of the trigonometric functions, fundamental relations and functions of the sum and difference of angles. The solution of oblique triangles. Slide rule and logarithmic calculation using the trigonometric functions in solving practical problems. One field problem in the use of the sextant or the transit.

Sem. I, II. Credit: 3

Mr. Rich, Mr. Tustison.

HISTORY AND ECONOMICS

History 103 American History

A survey course starting with the Constitutional Convention and continuing to the present. Designed to furnish a background for the interpretation of contemporary conditions.

Sem. I, II. Credit: 3

Mr. Faville.

History 301 Economic History of the United States

A study of the economic evolution of the United States since colonial times. Approximately two-thirds of the course is devoted to the period since the Civil War. A special emphasis is placed on the development of economic problems and the foundations of modern industry. Students are required to analyze these problems and to formulate tentative remedies.

Sem. I, II, S. S. Credit: 3

Mr. Price.

History 305 Modern History

The study of significant events and movements in world history since 1815. The period from 1815 to 1871 is dealt with only as a background for the study of the modern state. The emphasis throughout the course is upon the motivating forces of nationalism and liberalism, especially as they relate to the evolution of the distinctly contemporary states and governments and to international relations.

Sem. I, II, S. S. Credit: 3

Mr. Price.

History 409 Recent History of the U. S.

Prerequisite: History 103.

A study of the principal events and movements since the Civil War reconstruction period, designed to furnish a background for the interpretation of contemporary events. Present day national and international problems analyzed through student topics, class discussions, research, summaries, and intelligent reading of periodicals.

Sem. I, S. S. Credit: 3

Mr. Faville.

Social Science 105 American Government

Prerequisite: History 103.

Critical review of the machinery and functions of national, state, and local governments. Emphasis on proposed reforms of governmental machinery, and an analysis of the significance of citizenship.

Sem. I, II. Credit: 2

Mr. Faville.

Social Science 201 Economics I

Prerequisite: History 301.

Fundamental principles of economic science; their application to the life of the individual in the modern economic and social order.

Sem. I, II, S. S. Credit: 3

Mr. Davison.

Social Science 303 Economics II

Prerequisite: Social Science 201.

Continuation of Economics I, including the study of a selected group of modern economic problems.

Sem. II, S. S. Credit: 2

Mr. Davison.

Social Science 307 Social Psychology

Prerequisites: Education 124 or 125.

Group conditioned behavior, social imitation, social attitudes, the mind of the crowd, fads, fashions, crazes, conventionalities, customs, traditions, compromise, sublimation, rationalization, and social control.

Sem. I, II. Credit: 2

Mr. Davison.

Social Science 309 Principles of Sociology

Prerequisite: Social Science 307.

Fundamental principles and elements of Sociology, designed to give the student a comprehension of social forces, social processes, and social structures in modern life.

Sem. I, II, S. S. Credit: 3

Mr. Davison.

Social Science 326 Problems of the Family

Prerequisite: Junior Standing.

Historical study of the development of the family and effects of same upon social status of woman. Consideration of present social tendencies in relation to the home as reflected in current events and literature.

Sem. II. Credit: 2

Miss Michaels.

Social Science 411 Social Problems

Prerequisite: Social Science 309 or 419.

Modern social problems selected from the following group: Population Immigration, Poverty and Dependency, Marriage and the Family, The Race Problem, Problems of Adjustment and Social Control, Conflict and Compromise, Abnormality and Crime.

Sem. II, S. S. Credit; 3

Mr. Faville.

Social Science 413 History of Labor Movements

Prerequisites: Social Science 201, History 301.

Historical background of modern labor movements. Origin and rise of the wage-working class; development of craft and class consciousness since the beginning of the Industrial Revolution; efforts of American laborers to improve their condition.

Sem. I, II, S. S. Credit: 2

Mr. Davison, Mr. Faville.

Social Science 415 Labor Problems

Prerequisites: Social Science 201, History 301.

Problems and grievances of labor in modern industry, the divergent interests and view-points of employers, employees, and the public, and labor reforms and remedies.

Sem. I, II, S. S. Credit: 3

Mr. Davison.

Social Science 417 American Politics

Prerequisites: History 103, Social Science 105.

Analysis of modern political parties, nominating methods, campaigns, elections, practical politics in legislative bodies, machines and bosses, and other divisions of present day American politics; reforms and remedies for existing political malpractice are critically examined.

Sem. II, S. S. Credit 3

Mr. Faville.

Social Science 419 Educational Sociology

Prerequisite: Principles of Sociology.

Function of education in society. Agencies that educate. Socialization. Control of social facts, principles, and laws so as to serve human purposes. Maladjustments and remedies. Scientific methods for isolating objectives in social education. Responsibility of the schools for social progress.

Sem. I, II, S. S. Credit: 3

Miss McFadden.

ART

Art 104 Drawing

Sketching with emphasis upon space relations through the use of line, mass, and light and dark. Introduction to perspective and figure study. Pencil, charcoal and crayon technique.

Sem. I, II. Credit: 2. (-4)

Miss Mutz.

Art 114 Color and Design

Prerequisite: Art 104.

A study of the elements of design, line, mass, color and texture relative to their recognition and significance in the fine and industrial arts. Principles of design as controlling factors in the selection, arrangement and decoration of objects for use.

Sem. I, II. Credit: 2. (-4)

Miss Mutz.

Art 220 Costume Selection

Prerequisite: Parallel to, or Art 114.

Study of the individual figure and personal coloring. Practice in the use of line, proportion, color, texture, and pattern. Decoration in relation to dress. Use of art principles as basis for clothing selection.

Sem. I, S. S. Credit: 2. (-4)

Miss Jeter.

Art 323 Special Problems in House Furnishing

Prerequisite: Art 334.

A course in which curtains, slip covers, lamp shades, screens and other articles for the house may be planned and made, and furniture reconditioned.

Sem. II. Credit: 2. (-4)

Miss Carson.

Art 332 Advanced Design

Prerequisite: Art 104, 114.

A study of the enrichment of objects. Creative work inspired by nature forms, historic periods, and individual reaction to line, mass, and color. Decoration of objects, for use in costume and the house, with experience in designing for block printing.

Sem. I, II. Credit: 3. (1-4)

Miss Mutz.

Art 334 The House and Its Furnishings

Prerequisite: Art 114.

A study of the furnishing needs of the modern house as they relate to convenience, economy and beauty, with emphasis on the significant use of line, mass, color, texture, and pattern. Practice in the selection and arrangement of furnishings.

Sem. I, II. Credit: 3. (-4)

Miss Carson.

Art 400 Crafts

Prerequisite: Art 114.

A study of design in the crafts of primitive, mediaeval, and modern times. Laboratory practice in making articles for home and dress. Dyeing, block printing, embroidery, rug making, and other handicraft processes.
Sem. II, S. S. Credit: 3. (1-4)
Miss Mutz.

Art 426 Seminar in Art

Prerequisites: Junior or Senior Standing.

Problems relating to the selection, adaptation, and presentation of art subject matter in homemaking courses for various types of schools; junior and senior high, continuation, evening, and rural high. Choice of problems based on needs and interests of individual students.
Sem. II, Alternate Years. Credit: 2
Miss Mutz.

Art 430 Art History and Appreciation

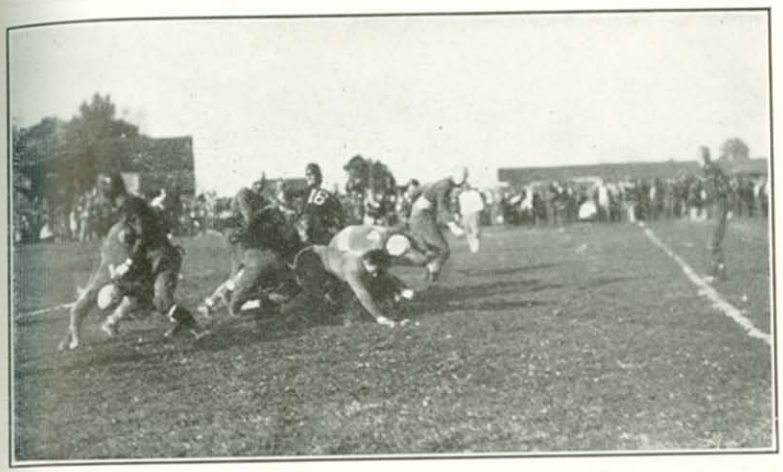
Prerequisite: Related Art 114.

Survey of architecture, sculpture, and painting of the most significant historic periods. Considerations of contemporary arts and crafts, etchings. lithographs, block prints, reproductions. Visits to museums and shops.
Sem. II. Credit: 3
Miss Mutz.

Art 432 Economics of House Furnishing

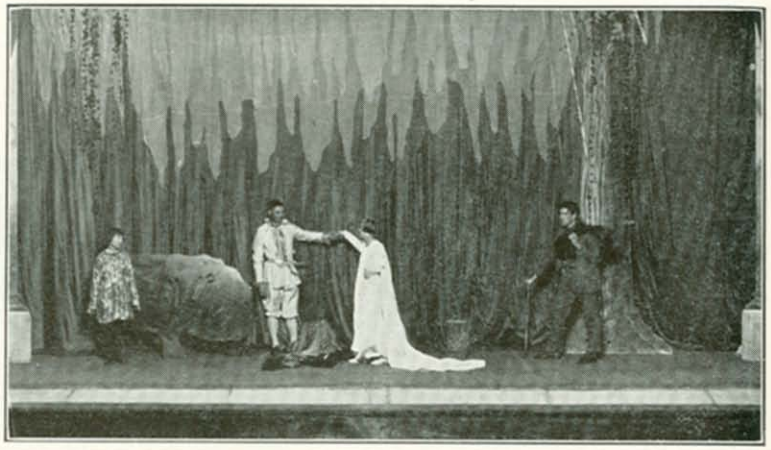
Prerequisite: Junior or Senior Ranking.

Economic problems of house furnishing. Identification of types, makes and grades of household commodities. Range of prices and quantities for various budgets. Methods of furnishing. Types of financing. Local and city house furnishing markets.
Sem. II. Credit: 3. (2-2)
Miss Carson.



The Stout Football Team in action against Conference Opponents.

The Stout Band—One of the Several Extra-Curricular Organizations.



The Manual Arts Players—an Organization open to all Students.

A View of the Camp Site provided for Summer Session Students

Art 434 Period Furnishings

Prerequisite: Art 334.

Present day domestic architecture as influenced by historic styles: American Colonial and Georgian, English, French, Italian, and Spanish. Period interiors, furniture and accessories, and their adaptation to modern houses and apartments. Modernistic tendencies in house furnishing. Visits to museums and shops.

Sem. I. Credit: 3

Miss Carson.

Art 436 Costume Design

Prerequisites: Art 114, 220.

Development of technical ability to create designs for present day costume. Inspiration from nature, historic periods, or modern environment. Costuming for plays and pageants.

Sem. II. Credit: 2. (-4)

Miss Carson.

Art 446 a Sketch

A study of the essentials of form, light-dark, and color with emphasis on composition. Sketching in pencil, charcoal, and water color.

Sem. I Credit: 1. (-2)

Miss Mutz.

Art 446 b Sketch

Continuation of Art, 446 a.

Sem. II. Credit: 1. (-2)

Miss Mutz.

Art 450 House Architecture

Prerequisite: Art 334.

A study of points to be considered in selection of home site, exterior and interior design for convenience, economy, health and beauty. Consideration of room arrangement, heating, ventilation, lighting, and sanitation.

Sem. I. Credit: 2. (-4)

Miss Carson.

HOME ECONOMICS

FOODS AND NUTRITION

Home Economics 90 s General Nutrition

Elementary course in Nutrition; selection of a proper diet for good health with a consideration for costs.

S. S. Credit: 2

Miss Cruise

Home Economics 212 Foundations of Nutrition

Prerequisite: Chemistry 208.

Simple fundamental principles of human nutrition and the nutritive properties of food materials. Application of such knowledge to the feeding of individuals. Laboratory: estimating food values, calculation and preparation of simple dietaries with reference to cost.

Sem. II. Credit: 3. (2-2)

Miss Cruise.

Home Economics 230 Food Marketing and Preparation

Prerequisite: Chemistry 120

Selection and preparation of food, analysis of recipes. Standard products, simple table service, grading of foods, laws and standards regarding food materials, food preservation.

Sem. I, II. Credit: 5 (2-6)

Miss Buchanan.

Home Economics 300 Applied Institution Management

Prerequisite: Home Economics 230

Planning, preparing and serving of food in large quantities. Special emphasis placed upon standardization of quantity recipes, standard methods for quantity food production, daily cost accounting, practice in table service.

Sem. I, II, S. S. Credit: 3. (1-6)

Miss Burgoin.

Home Economics 306 Child Nutrition

Prerequisite: Home Economics 212.

A study of the nutritional status of children, methods of judging good and poor nutrition, causes and effects of malnutrition with prevention and treatment, the nutritional class and the opportunity of the schools for improving nutrition: Laboratory: preparation of the noon meal for pre-school children, field work in measuring and weighing children, teaching good health and food habits to the grade school children.

Sem. I, II, S. S. Credit: 2 or 3

Miss Cruise.

Home Economics 308 Meal Planning

Prerequisite: Home Economics 230

Planning menus for different costs, suitable service for informal family meals. Food combinations, menus and service for special functions.

Sem. I, II, S.S. Credit: 2 (-4)

Miss Hopkins

Home Economics 310 Nutrition and Dietetics

Prerequisite: Home Economics 212.

Prerequisite or Parallel Course: Chemistry 322.

Advanced study of Nutrition in relation to health, digestive and metabolic processes and products. Infant feeding. Laboratory: biological feeding experiments, diets for groups as well as individuals, preparation of infant diets.

Sem. I, S.S. Credit: 2 (2-2)

Miss Cruise.

Home Economics 328 Insititutional Administration

Prerequisites: Home Economics 300 or 418.

Theory and principles of scientific management applied to Institutional Administration. Emphasis on various forms of business organization, manager's requirements and duties, employees, institutional purchasing of food and equipment, lay-out of space, food preparation and service, keeping of records, public hospitality and group loyalty.

Sem. I. Credit: 3. (2-2)

Miss Burgoin.

Home Economics 400 Food Demonstrations

Prerequisite: Home Economics 230. Junior Ranking.

Instruction in the technique of food demonstration, planning and giving demonstrations for specific types of audiences. Lecture demonstrations by specialists from commercial fields.

Sem. I, II, S. S. Credit: 2 (-4)

Miss Buchanan

Home Economics 416 Reading in Foods

Prerequisite: Home Economics 230. Junior Ranking.

Survey of research work being done in foods by various educational institutions, commercial firms, special bureaus, etc. Review of late books and magazine articles.

Sem. I, S. S. Credit: 1

Miss Hopkins.

Home Economics 418 Diet Therapy

Prerequisite: Home Economics 310.

Abnormal nutrition with dietary treatment in certain diseases, biological studies on the white rat when fed on different diets. Laboratory: metabolism measurements with the respiratory apparatus, calculation, preparation of diet for nutritional diseases.

Sem. II. Credit: 3. (2-2)

Miss Cruise.

Home Economics 438 Experimental Cookery

Prerequisite: Home Economics 230.

Experimental work in food preparation. Study of factors which influence standard products.

Sem. II, S. S. Credit: 3. (1-4)

Miss Hopkins.

Home Economics 440 Institution Problems

Prerequisite: Home Economics 328.

Specific problems of the institutional manager, opportunity for observation and practical experience in the various departments of the kitchen and other phases of managerial work in The Stout Cafeteria. Party service.

Sem. II. Credit: 2. (1-2)

Miss Burgoin.

CLOTHING AND TEXTILES

Home Economics 102 Textiles and Clothing

This course is planned to develop judgment in buying through appreciation of the fundamental differences in fabrics as to durability, beauty, and suitability for garments and house furnishings. Pattern study and adaptation precede garment construction.

Sem. I, II. Credit: 5. (2-6)

Miss Van Ness.

Home Economics 218 Clothing Construction

Prerequisites: Home Economics 102, Art 220.

Construction processes as applied to silk and wool dresses. Emphasis on appropriateness of designs and fabrics and right standards of dress for college students.

Sem. II. Credit: 3. (1-4)

Miss Jeter.

Home Economics 312 Applied Dress Design

Prerequisite: Home Economics 218.

Practical application of principles of costume design. Use of line, proportion, texture, and color to express individuality. Practice in draping. Field trip required.

Sem. II, S. S. Credit: 2. (-4)

Miss Jeter, Miss Van Ness.

Home Economics 316 Clothing Economics

Prerequisite: Economics 201.

Selling points of standard fabrics and ready-to-wear clothing; shopping responsibility of the consumer; standardization of textile products; cost of fashion; individual and family clothing budgets. Assigned problems.

Sem. II, S. S. Credit: 2

Miss Van Ness.

Home Economics 336 Clothing Problems

Prerequisite: Home Economics 218.

Investigation of problems in clothing with organization and presentation of results; preparation of illustrative material; collection and evaluation of commercial aids for teaching clothing. Empasis on problems of the high school teacher with practice in demonstration.

Sem. I, S. S. Credit: 2. (1-2)

Miss Jeter.

Home Economics 370 History of Costume

Prerequisite: Junior Ranking.

A study of the development of costume. Factors which have influenced changes in fashion; qualities in style that make for lasting beauty; influence of the past on present-day costume.

Sem. II, S. S. Credit: 2

Miss Jeter.

Home Economics 372 Textile Study

Prerequisite: Home Economics 102.

Physical and chemical analysis of textiles. Use of standard testing apparatus. Assigned problems.

S. S. Credit: 2. (-4)

Miss Van Ness.

SOCIAL AND ECONOMIC PROBLEMS OF THE FAMILY

Home Economics 202 Survey of the Modern Home

Study of the activities of the modern home in meeting the needs of the family group. Relation of home economics subject matter to these problems. Other professional values of home economics training.

Sem. I, II. Credit: 2

Miss Michaels, and others.

(Not offered 1932-3)

Home Economics 318 Physical Development and Welfare of Young Children

Prerequisite: Physiology 214.

The physical development of the child from early embryonic life to 18 months, and the care of the mother and child throughout this period. Public provision for maternity and infancy. Opportunities in the field of child welfare for home economics trained women.

Sem. I, II. Credit: 2

Miss Lawton.

Home Economics 403 Home Administration

Prerequisites: Home Economics 212, Social Science 201, Senior Ranking.

A study of the expenditures of time, energy and money. Emphasis on the social aspects and the adjustments of family life. Residence in the Home Management House for six weeks with actual experience in the management of the house and the care of a young child.

Sem. I, II. Credit: 4

Miss Lawton.

Home Economics 116 Orientation

Problems relative to the guidance, adjustments and participation of the freshman woman as a member of the present day college group. Survey of various fields of work in Home Economics.

Sem. I. Credit: 1

Miss Michaels.

Home Economics 405 Standards of Living

Prerequisite: Social Science 201.

Study of the scales and standards of living of the American and foreign countries. Emphasis on the standard of living of families on moderate incomes.

Sem. I, II. Credit: 2

Miss Lawton.

For courses on Family; Child Development and Nursery School see Social Science 326 and Education 342 and 424.

INDUSTRIAL EDUCATION

SHOP WORK, DRAWING AND DESIGN

All courses in this group are nine weeks in length, meeting daily. Due to the variation in the types of content included in these courses the following tabulation is given to indicate the time requirements for credits.

Figures in parentheses indicate hours in preparation:

1 period per week (2)	18 wks. 1 semester hour
2 periods per week (1)	18 wks. 1 semester hour
3 periods per week (0)	18 wks. 1 semester hour
6 periods per week (0)	9 wks. 1 semester hour
12 periods per week (0)	9 wks. 2 semester hours
10 periods per week (2)	9 wks. 2 semester hours

Industrial Education Orientation

(For Industrial Education Freshmen.)

Admission requirements, program operation, attendance regulations, credits, scholastic measurement. Analysis of characteristics of a good performance in shop or drawing courses, in professional courses, in academic courses and as a teacher. Personnel problems in physical, social, and mental phases. Curriculum opportunities, professional requirements, trends in requirements in calls for teachers. Analysis of personal performances. Significance of choices available.

Sem. I. Credit: 0

Mr. Bowman, Mr. Price, and others. Meets 1 Hr. per week for 1 sem.

DRAWING

Industrial Education 121 Elements of Mechanical Drawing

Analysis of fabricated objects; recognition of elementary shapes; identification of elementary shapes through recognition of principle of generation; measurement of parts; location of parts; principles of geometry applied to construction; representation of fabricated objects through the more commonly used methods of projection drawing; technical sketching; diagrammatic or schematic representation; graphical computation; technical description; glossary; historical.

Sem. I, II. Credit: 2

Mr. Green (2-6)

Industrial Education 227 Machine Drawing I

Prerequisites: Industrial Education 121, 113.

Standard conventions, detailing, technical sketching, materials of construction, material lists, fastening devices, tool processes, shop terms—glossary, technical description, specifications, tabular data, formulae, violations of theory, dimensioning, duplicating, interpreting drawings, diagrammatic, flow sheets—operation diagrams—repair lists—piping diagrams. Use of standard hand books, graphic computation.

Sem. I, II, S. S. Credit: 2

Mr. Green. (2-6)

Industrial Education 229 Machine Drawing II

Prerequisites: Industrial Education 227, Math. 211.

Analysis of Motions—uniform, simple harmonics, uniformly accelerated and retarded; cams—plate, cylindrical; spur gears—spur and pinion—pinion and rack—annular; bevel gears; worm and worm wheel; computations; use of odontograph.

Sem. I, II, S. S. Credit: 2

Mr. Green. (2-6)

Industrial Education 329 Machine Drawing III

Prerequisite: Industrial Education 227.

Perspective by piercing points of visual rays. Angular perspective, parallel perspective. Use of measuring points, vanishing points of inclined lines. Special methods for determination of perspective of circles. Application of the principles of perspective in the free hand sketching of machine parts. Dimensioning perspective drawings.

Sem. I, II, S. S. Credit: 2

Mr. Green. (1-8)

Industrial Education 433 Machine Drawing IV

Prerequisite: Industrial Education 329.

Considerations of design from standpoint of strength, use, manufacture, tool manipulations, cost; design sketches, moving parts, synchronism, clearances; computations; use of standard references; detailing; pictorial assembly; design of jigs.

Sem. I, II, S. S. Credit: 2
Mr. Green. (1-8)

Industrial Education 118 Freehand Drawing I

Line, form, and proportion; freehand perspective; balance harmony; shadow delineation; shade and shadow projection; elements of design; orthographic projections of projects in wood, sheet-metal, and machine parts, assembled and detailed; elements of typographical design; blackboard practice.

Sem. I, II, S. S. Credit: 2
Mr. Ray. (2-8)

Industrial Education 231 Achitectural Drawing I

Prerequisites: Industrial Education 121, 118.

Fundamental elements of construction and the planning of buildings, lettering, conventions and symbols; footings and foundations; sill construction; cornices; cellar windows; double hung windows for frame, stucco and brick veneer structures; fireplaces; stairways; a study of comparative structural values of steel frame, masonry and wood frames for buildings of various types.

Sem. I, II, S. S. Credit: 2
Mr. Ray. (2-8)

Industrial Education 233 Architectural Drawing II

Prerequisites: Industrial Education 219, 231.

A set of house plans and elevations; consisting of basement and two floor plans; roof plans; four exterior elevations; cross section, longitudinal section; mechanical

equipment; illumination, both natural and artificial; water supply and sanitation; relative merits of steam, water, and air as house heating mediums; materials of construction.

Sem. I, II, S. S. Credit: 2
Mr. Ray. (2-8)

Industrial Education 331 Architectural Drawing III

Prerequisites: Industrial Education 219, 231, 233.

Orders of Architecture; relative merits of various styles and types of American homes, business houses and public institutions; design of a modern home; including modern electrics; sanitation; heating and ventilation plants; details of construction; elements of law of contracts; writing of a short specification.

Sem. I, II, S. S. Credit: 2
Mr. Ray. (2-8)

Industrial Education 431 Architectural Drawing IV

Prerequisites: Industrial Education 219, 231, 233, 331.

Water color and pen and ink rendering in perspective of the plans drawn in course 331. Detailed specifications covering the entire structure; a plot plan and general layout; continuation of Laws of Contracts coupled with writing of complete bill of estimate; a model to scale of building in some modern medium.

Sem. I, II, S. S. Credit: 2
Mr. Ray. (2-8)

ELECTRICAL WORK

Industrial Education 119 Electrical I

Essentials of electricity including wire splicing, Ohm's Law experiments, cells and batteries, signal circuits, simple light and power circuits, house wiring, direct current lighting and power circuits, direct current generators and motors. Practical applied problems.

Sem. I, II, S. S. Credit: 2
Mr. Good. (3-4)

Industrial Education 343 Electrical II

Prerequisite: Industrial Education 119.

Magnetic circuits as applied to coils, motor, generators and transformers. Insulation and insulators. Armature windings and winding projects.

Sem. I, II, S. S. Credit: 2

Mr. Good. (3-4)

Industrial Education 345 Electrical III

Prerequisites: Industrial Education 119, 343.

Advanced theory of alternating currents. Shop problems dealing with alternating current measuring instruments, transformers, and various types of alternating current motors and generators.

Sem. I, II. Credit: 2

Mr. Good. (3-4)

HOME MECHANICS

Industrial Education 253 Home Mechanics I

Prerequisites: Industrial Edcuation 121, 119, 115, 107. 109.

Selections of typical jobs necessary in the mechanical maintenance of the home are made the basis for shop assignments. Students in addition to their mechanical work, are required to make solutions of problems of management necessary to the successful operation of the general shop. Bench and mechanical equipment affords excellent opportunity for work in projects in woodwork, plumbing, electricity, woodfinishing, sheet metal repairs, and bench metal work.

Sem. I, II, S. S. Credit: 2

Mr. Kranzusch, Mr. Tustison. (1-9)

Industrial Education 365 Home Mechanics II

Prerequisite: Home Mechanics I.

Continuation of Home Mechanics I in advanced problems. Original research in developing new problems typical in the field of Home Mechanics. Preparation and testing of instruction. Theory, organization and management of this type of general shop.

Sem. I, II. Credit: 2

Mr. Kranzusch, Mr. Tustison. (10)

AERONAUTICS

Industrial Education 269 Aeronautics I

Prerequisites: Basic courses in Elements of Woodwork, Bench Metal, and Mechanical Drafting. Experience in General Metal work, especially Welding, will be an advantage, although not a prerequisite.

A first course designed to assist industrial teachers in meeting the initial responsibilities assigned to them in connection with the opening of work in aeronautics. Units of work will be offered in model building, involving construction and related studies appropriate for junior high school pupils. Units of work will be offered with emphasis appropriate for senior high school work in airplane mechanics. The distribution of emphasis in the course will be to assist industrial teachers in the introduction of aeronautics work.

S. S. Credit: 2

Mr. Dhein. (2-6)

Industrial Education 270 Aeronautics II

Prerequisites: Aeronautics I, or two semesters of teaching experience of aeronautical constructions, or the equivalent. Welding and bench metal experience desirable, but not a requirement.

A continuation of Aeronautics I with emphasis placed upon the structural development suitable for glider and aircraft building in the junior and senior high school units. Principles of aerodynamics applied practically and theoretically, including wind tunnel construction and experiments. Wing foil design, with practical application of the N. A. C. A. wind tunnel graphs. Jig arrangements for rib construction. Aircraft rigging and mechanics, in-

cluding chrome-molybdenum aircraft tube welding. Aircraft motors, and motor starters in theory and practice. Review of the related subjects including meteorology, avigation, and theory of flight as applicable to secondary school curricula. For those desiring, arrangements will be provided for glider flight instructions. (Slight additional fee due to use of local airport.)

S. S. Credit: 2
Mr. Dhein. (2-6)

METAL WORK

Industrial Education 245 Auto Mechanics I

Prerequisites: Industrial Education 113, 119.

Six weeks to the study, repair, and adjustments of the various units of the chassis not including the engine, on live cars brought into the shop. Three weeks to the fundamental principles of operation of the automobile engine, and adjustments of its various parts.

Sem. I, II, S. S. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 247 Auto Mechanics II

Prerequisite: Industrial Education 245.

Modern shop practice in overhauling and repairing auto engines and their accessories. Reboring and honing cylinders; fitting new pistons, rings and piston pins; reseating, grinding, and testing valves; repairing and adjusting carburetors.

Sem. I, II, S. S. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 341 Auto Mechanics III

Prerequisites: Industrial Education 245, 247.

Electrical equipment of the automobile. Construction, principles of operation, adjustments and repair of the various types of circuits, operating units, and storage batteries. Practice in diagnosing, locating, and repairing electrical troubles on live cars.

Sem. I, II, S. S. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 451 Auto Mechanics IV

Prerequisites: Industrial Education 245, 247, and 341.

For teachers and prospective teachers of auto mechanics, giving experience in the preparation of instructional units for Junior and Senior High Schools and for Vocational Schools. Selection and organization of teaching material, shop lay-out, student routing and shop management, equipment selection, tool room planning and operation.

Sem. II, S. S. Credit: 2
Mr. Good, Mr. Kranzusch. (4-2)

Industrial Education 243 Foundry I

Molding, involving cutting and tempering molding sand preparatory to ramming bench and floor molds. Core making involving making and baking of cores for molds. Cupola practice, including operation of the cupola and the handling and pouring of molten metal. Selecting, mixing, and melting pig iron and machinery scraps to secure machinable qualiies in the castings. Two or three heats of cast iron. Melting and pouring of brass and aluminum in a crucible.

Sem. I, II, S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 337 Foundry II

Prerequisite: Industrial Education 243.

Advanced molding projects, match plates for production work. Metallurgy of the foundry. Several heats of iron, brass and aluminum.

Sem. I, II, S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 339 Foundry III

Prerequisite: Industrial Education 337.

Advanced molding and core making problems, and cupola practice. Survey of the foundry trade. Field trips, preparation of instructional material.

Sem. I, II, Credit: 2
Mr. Milnes. (2-8)

Industrial Education 113 Machine Shop I

Construction and operation of the lathe, milling machine, drilling machine, shaper and grinding machine. Shapes of the cutting tools, grinding, setting and operating. Calculations to obtain the correct feeds and speed for cutting various metals. Related technical information. Projects involve basic processes on each machine.

Sem. I, II, S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 235 Machine Shop II

Prerequisite: Industrial Education 113.

Spiral gear cutting and rack cutting involving the use of the milling machine. Internal and external square thread cutting on the lathe. Cylindrical grinding in the universal grinder. Stress upon related information pertaining to machine shop work.

Sem. I, II, S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 237 Machine Shop III

Prerequisite: Industrial Education 235.

Worm gearing, tool and cutter grinding and problems in tool making. Planning, drilling and tapping cast iron machine parts. A survey of the trade is made with a view to organizing material for teaching. Material uses and cost studies.

Sem. I, II, S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 435 Machine Shop IV

Prerequisite: Industrial Education 237.

Bevel-gear cutting, punch and die making, internal grinding, problems in tool making. Studies of selection of appropriate materials. Organization of project material and instructional units.

Sem. I, II, S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 115 Sheet Metal I

Care and use of sheet metal hand tools and machines; the drafting of simple patterns by means of parallel lines, radial and approximate development; making the problems drafted or laid out, studying their construction; related information; the manufacture, buying, sizes, quantities, etc., of the supplies.

Sem. I, II, S. S. Credit: 2
Mr. Keith. (2-8)

Industrial Education 239 Sheet Metal II

Prerequisite: Industrial Education 115.

Drafting irregular patterns by means of triangulation, triangulation using the top view in the layout, triangulation using both top and side view in the layout, triangulation using the side view only in the layout, shop practice in the make-up of irregular fittings from various fields of sheet metal work.

Sem. I, II, S. S. Credit: 2
Mr. Keith. (2-8)

Industrial Education 241 Sheet Metal III

Prerequisites: Industrial Education 115, 239.

Shop problems in blower and exhaust piping, architectural work, heating and ventilating, drafted and made up. Mensuration applied to sheet metal containers. Review of triangulation; advanced forms of parallel line and radial development.

Sem. I, II, S. S. Credit: 2
Mr. Keith. (2-8)

Industrial Education 333 Sheet Metal IV

Prerequisites: Industrial Education 115, 239, 241.

Organization of sheet metal work for teaching in junior and senior high schools and vocational schools; shop layouts, courses of study, equipment. Fundamentals of working copper and brass; projects involving hard soldering, raising, chasing, seaming, piercing, etching, coloring.

Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 335 General Metal I

Prerequisites: Industrial Education 115, 113.

General shop of the trade group type. Organization, courses of study, layouts, equipment, operation, uses of instructional material. Shop work in selected projects representing sheet metal, forging, heat treating, bench work, machine shop, oxy-acetylene and electric welding.

Sem. I, II, S. S. Credit: 2
Mr. Keith. (2-8)

Industrial Education 355 General Metal II

Prerequisite: Industrial Education 335.

Setting up, operation, maintenance, and repair of generators, tanks, gauges, manifolds, lines and torches. Setting up, operation and maintenance of arc welding equipment. Emphasis on gas and electric welding and cutting of all common metals. Instructional organization of gas and electric welding.

Sem. I, II, S. S. Credit: 2
Mr. Keith. (2-8)

PRINTING

Industrial Education 117 Printing I

Elements of composition, stonework and platen press work. Graded projects in straight composition involving basic operations. Proofreading and form correcting. Supplementary lectures and demonstrations.

Sem. I, II, S. S. Credit: 2
Mr. Hague, and others. (2-8)

Industrial Education 255 Printing II

Prerequisite: Industrial Education 117.

Continuation of Printing I consisting of problems in display composition, stonework, and platen press work. An introduction to commercial problems and jobs through use of typical projects. Allows gain in skill as craftsmen. Supplementary lecture periods devoted to typographical design and its application.

Sem. I, II, S. S. Credit: 2
Mr. Hague, and others. (2-8)

Industrial Education 257 Printing III

Prerequisites: Industrial Education 117, 255.

Advanced problems in composition and presswork. Practical production jobs of all types produced under foremanship system. Special processes are studied and practiced in shop including embossing, three-color process, virkotyping, etc. Emphasis on the selection of content for teaching.

Sem. I, II, S. S. Credit: 2
Mr. Hague. (2-8)

Industrial Education 351 Printing IV Machine Composition

Prerequisites: Industrial Education 117, 255, 257.

Study of intertype and linotype machines. Includes study of the complete mechanism, care, and operation of type setting machines. Time equally divided between mechanism and practice operating. Restricted to students who have attained at least an average grade in previous courses in printing.

Sem. I. S.S. Credit: 2
Mr. Hague, and others. (3-7)

Industrial Education 359 Co-operative Printing .Off-Campus and Campus)

Prerequisites: Industrial Education 117, 255, 257.

Full time work in a commercial shop under the supervision of a co-ordinator. Campus co-operative printing consists of production work in the school shop. Maxi-

mum time required equivalent to two regular shop courses.
On request for qualified students. Credit: 2
Mr. Hague. (-4)

Industrial Education 259 Printing V (School Publications)
Prerequisites: Industrial Education 117, 255, 257.
To equip teachers of printing to handle school periodicals as a part of their work. Study of school newspapers, magazines, and annuals from the viewpoint of organization and operation. Elements of journalism and their application in the publication of The Stoutonia, the weekly newspaper.
Sem. II, S. S. Credit: 2
Mr. Hague. (3-7)

Industrial Education 361 Printing VI Printing Design
Prerequisites: Industrial Education 117, 255, 257.
Application of elementary art and design to practical printing. Study of type design, commercial layouts, color applications, cover design, and linoleum block carving. Lectures, shop work, and drawings.
Sem. II, S. S. Credit: 2
Mr. Hague. (4-6)

Industrial Education 449 Printing VII Printing Economics
Prerequisites: Industrial Education 117, 255, 257.
Acquaints the teacher of printing with economic problems of both commercial and school print shops. Shop organization and management, purchasing of equipment and supplies, shop layouts, and cost estimating. Lectures supplemented by references and practical problems.
S. S. Credit: 2
Mr. Hague. (4-6)

Industrial Education 459 Printing VIII Presswork and Bindery
Prerequisites: Industrial Education 117, 255, 257.
Practical problems on platen and cylinder presses. The operation of automatic feeders for platen presses. Research problems in presswork. Study of modern presses, such as Multiple-color, Rotary, Rotogravure, Offset, and automatic feeding machinery. Problems in bindery operations involving bindery machinery. Elements of book binding.
S. S. Credit: 2
Mr. Hague. (2-8)

WOODWORK

Industrial Education 107 Elements of Hand Woodwork
Basic processes in hand woodwork. Study and performance in sharpening and care of common hand tools. Study and performance in getting out stock, laying out and making common joints and construction thru the use of exercises and a project involving fundamental or basic processes and joints.
Sem. I, II. Credit: 2
Mr. Johnston, Mr. Paul Nelson. (2-8)

Industrial Education 131 Elements of Machine Woodwork
Prerequisite: Industrial Education 107.
Basic course with emphasis on operation of stationary and portable machinery, combinations of operations typical in modern processes in industry. Applied in machining stock for one or more projects to be at least partially assembled. Use of working drawings, stock cutting bills, patterns, rods, jigs and templates. Kinds, characteristics and classifications of wood and lumber.
Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 215 Cabinet Work I (Case and Furniture Making)
Prerequisites: Industrial Education 107, 131.
Making projects suitable for senior high school classes. Use of working drawings or models, or both, and stock cutting bills. A wide range of stationary and portable machinery will be used as extensively as possible. Order of procedure, a special system of face marking and laying out, smoothing and assembling are stressed. Construc-

tion characteristics; kinds and uses of joints, and detailed dimensions for parts and location of joints will be studied. Tests will be taken on a laboratory basis for moisture content, shrinkage, expansion, and case hardening of wood; temperature and relative humidity of atmosphere, and consequent effect on wood will be taken. A graph showing daily changes in atmosphere will be made by the class.

Sem. I, II, S. S. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 311 Cabinet Work II (Case and Furniture Designing)

Prerequisites: Industrial Education 107, 131, 215.

A field trip to furniture stores and the Art Institute. Selection, designing, making full size working drawings, stock cutting bills, sample job plans, routing procedure, laying out patterns, rods, templates and jigs for cabinet or furniture project the senior high school boys can make. Junior high school or college projects may be chosen occasionally. Supplemented by study and application of proportion, space division, contour and surface enrichment in industrial arts design.

Sem. I, II, S. S. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 411 Cabinet Work III (Advanced Cabinet and Furniture Making)

Prerequisites: Industrial Education 107, 131, 215, 311.

Advanced cabinet and furniture work somewhat on a thesis basis. An extension, application and try-out of the work done in Ind. Ed. 311. Each student building the project he designed and made working drawings for. A factory field trip is recommended before taking this course. Special curricular, and extra curricular, freedom in the use of the mill room, cabinet shop and equipment are offered in and after this course.

Sem. I, II, S. S. Credit: 2
Mr. Hansen. (10)

Industrial Education 219 Carpentry I

Prerequisites: Industrial Education 107, 131.

Surveying and staking out for buildings; concrete forms constructed for a section comprising footings, wall, flue, beam, and stairway; stripping of concrete forms; floor framing, wall framing and roof framing in actual house construction; the steel square as used in root traming; sheathing, shingling, and insulating; correlation between workers in carpentry and between the building trades. Reference assignments and "round table" discussions.

Sem. I, II, S.S. Credit: 2
Mr. Paul C. Nelson. (2-8)

Industrial Education 319 Carpentry II

Prerequisites: Industrial ducation 107 131, 219.

Review of equal pitch roof framing; study and construction of unequal pitch roof framing; cornice construction, porch framing and finishing; exterior trimming; scaffold construction; study of building materials; quantity surveying and ordering materials; projects for teaching carpentry; workers in the carpentry trades; reference assignments and "round table" discussions.

Sem. I, II. Credit: 2
Mr. Paul C. Nelson. (3-7)

Industrial Education 421 Carpentry III

Prerequisites: Industrial Education 107, 131 219, 319.

Interior finishing; elements of stair building; polygonal and curved roof and ceiling construction; structural design in framing; structural and aesthetic design in finishing; organizing teaching material and shop equipment for courses in carpentry; supervision of a carpentry teaching job; carpentry as a life work; reference assignments and reports.

Sem. I, II. Credit: 2
Mr. Paul C. Nelson. (10)

Industrial Education 216 General Woodwork I

Prerequisite: Industrial Education 107.

Study and performance in Three Units, namely: Woodturning, Upholstery and Carpentry. General Shop, rotating plan in three week periods. Projects are used as the basis for all units of work, exercises being used only where preliminary performance is necessary.

Sem. I, II, S. S. Credit: 2
Mr. Johnston, Mr. P. C. Nelson. (2-8)

Industrial Education 263 a General Woodwork II (Mill Work)

Prerequisites: Industrial Education 107, 131.

Extension of Ind. Ed. 131 with major attention on problems in Industrial Mill Work. Projects will vary according to practical demands which furnish suitable problems for correlation with carpentry, architectural details and cabinet work. Making sash, doors, built-in cabinet work, window and door frames, moldings, or milling stock for other classes will be done on a production basis.

Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 263 b General Woodwork II (Mill Wrighting)

Prerequisites: Industrial Education 107, 131.

Care and maintenance of woodworking machinery, machine saw and knife fitting, band saw brazing, aligning and adjusting parts of machines, babbeting and adjusting bearings, belting and power transmission problems, installing new equipment, laying out and making molding knives and general repair work to keep equipment in condition. Cutting angles, backing clearance, grinding bevels, cutting speeds, rates of feed and shop layouts will be studied.

Sem. I, II. Credit: 2
Mr. Hansen. (2-8)

Industrial Education 364 General Woodwork III

Prerequisites: Industrial Education 107, 131, 215.

A variety of form and surface enrichment to enlarge experiences which have or will not be acquired in other courses.

Form Enrichment: Making tapered and cabriole legs, curved rails, shaping, sticking, coping, molding, turning. Making curved parts by saw kerfing, by building up cores to be veneered, by laminating, and steaming and bending.

Surface Enrichment: Veneering, inlaying, overlaying, carving, fluting, reeding, routing, punching, caning and piercing or fret sawing.

These may be applied on parts for projects to be completed later, or on exercises which may be used as demonstration samples.

Sem. I, II, S. S. Credit: 2
Mr. Hansen or Mr. P. C. Nelson (2-8)

Industrial Education 447 Co-operative Work on Campus

Prerequisites: Industrial Education 107, 131, 215, 311.

This work is on a production basis. Building equipment, teaching demonstration models, etc., in the mill room and cabinet shop. Only such jobs as are suitable and provide definite training experience will be taken on.

Sem. I, II. Credit: 2
Mr. Hansen. (24)

Industrial Education 448 Co-operative Work in Industry

Prerequisites: Industrial Education 107, 131, 215, 311.

Through affiliations with industry, opportunities are available for practical experience in woodworking plants in nearby cities. Applications on Smith-Hughes requirements are frequently made. A conference with instructor in charge is necessary before assignment.

Sem. I, II. Credit: 2
Messers Hansen, Nelson, Johnston, Curran and others.

Industrial Education 353 Furniture Upholstery I

Upholstering tools and equipment; materials used; cost of materials and equipment; chair frame construction for upholstery; pad seat and pad back upholstery; the spring seat and spring back; overstuffed furniture; curved back upholstering; study of leathers, tapestries, velours, mohairs; planning and cutting the covering materials; repairing upholstered furniture.

S. S. Credit: 2
Mr. Curran. (1-9)

Industrial Education 221 a Painting and Decorating I

Study and practice in application and uses of basic finishes on old and new wood and metal work, including refinishing. Modern practices in finishing, including air spraying.

Sem. I, II, S. S. Credit: 2
Mr. Johnston. (2-8)

Industrial Education 221 b Painting and Decorating II

Prerequisite: Industrial Education 221 a.

Study and practice in color mixing, color combinations and applications in various mediums. Practice in two tone methods, stencilling, striping, decalcomaning, applying finishes in plastic paints, glazing and blending, etc.

Sem. I, II, S. S. Credit: 2
Mr. Johnston. (2-8)

Industrial Education 225 Patternmaking 1

Prerequisites: Industrial Education 107, 227.

Wood patterns of machine parts for casting in iron, brass and aluminum. Study of types of work performed by patternmakers. Patternmaking allowances; shellacing a pattern to convey information to a molder. Patterns involving solid, split and segmental construction. Core

boxes for whole and half cores, right and left hand, interchangeable baked sand cores. Patternmaking materials. Visit to a foundry.

Sem. I, II. S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 325 Patternmaking II

Prerequisites: Industrial Education 225, 243.

Patterns for sheave wheel; bevel gear blank; mounted and gated patterns for production work; irregular shaped patterns and match plates. 2 in. soil pipe fittings involving bench and lathe work and built up core box construction. Segmental pulley construction involving spokes, webs and bosses. Survey of patternmaking and organization of instructional material.

Sem. I, II. S. S. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 327 Patternmaking III

Prerequisite: Industrial Education 325.

Planning and building patterns for a small machine such as drill press, bench grinder, electric motor. Place of patternmaking in industry. Study of construction of patternmaking for sweep work in the foundry. Pattern shop equipment plans for school shops.

Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

PHYSICAL EDUCATION AND COACHING

Physical Education 127 Physical Education I (Men)

Wide range of free exercises, calisthentics, floor work and games. In season mass work in athletics. Physical efficiency tests to determine individual improvement. Individuals will conduct classes in Physical Education. Life saving tests to those who desire Red Cross certificates.

Sem. I, II. Credit: 1
Mr. Burbidge. (0-2)

Physical Education 128 Physical Education I (Women)
(Required of all Freshmen Women.)

Development of good-posture—maintenance and improvement of health; maintenance and development of physical efficiency, provision for wholesome and clean recreation; promotion of athletics for all. Class-work in group gymnastics, marching tactics, flash ball, basketball, volley ball, indoor baseball, swimming and folk dancing.

Sem. I, II. Credit: 0
Miss Reynolds.

Physical Education 228 Physical Education II (Women)
Prerequisite: Physical Education 128.

Advanced floorwork and Red Cross Life Saving Tests; also opportunity to referee basketball and volley ball games for women.

Sem. I, II. Credit: 0
Miss Reynolds.

Physical Education 263 Basketball Coaching
Prerequisite: Physical Education 127 (9 weeks).

Types of offensive and defensive team play; organization of practices and selection of material; individual work; fundamentals; practice coaching and officiating in Intra-Mural games.

Sem. I, 2nd qtr. Sem. II, 3rd qtr. S.S. Credit: 1½
Mr. Burbidge. (2-2)

Physical Education 265 Football Coaching
Prerequisite: Physical Education I (9 weeks).

Complete course in the fundamentals of offensive and defensive football, both individual and team analysis of various formations in use today; team play; strategy; equipment; problems of organization and administration.

Sem. I, 1st. qtr.; II, 4th. qtr.; S. S. Credit: 1½
Mr. Burbidge. (2-2)

Physical Education 380 Theory and Principles of Physical Education for Women Teachers
Prerequisite: Physical Education 128, 228.

A course for women who wish to teach physical Education in connection with other subjects. It is a careful study of the aims and objectives of modern physical education as applied to work in schools, camps and supervised play grounds. The material includes formal and informal methods of teaching, the presentation of the various physical education programs, the related purpose of physical examinations and personal hygiene, a study of the organization and administration of gymnasiums, playgrounds, recreation centers, swimming pools. Seasonal programs adapted to various aged groups are formulated for indoor and outdoor work.

Sem. I, II. Credit: 2
Miss Reynolds. (1-2)

Physical Education Remedial Gymnastics

Special work for correction of minor physical deficiencies which are noted at time of physical examination by school physician.

Sem. I. Credit: 0
Miss Reynolds, Mr. Burbidge.

Physical Education Intra-Mural Sports (Women)

Teams are organized to represent classes in flash ball, basketball, volley ball, swimming, and indoor baseball. Games are played and meets are held under the supervision of theWomen's Athletic Association.
Miss Reynolds.

Hygiene 101 General and Shop

Hazards as related to the school and shop; safety as practiced in industry; safety procedure in schools. Problems surrounding the health of the student and teacher. First aid discussion and practice.

Sem. I, II, S. S. Credit: 1
Mr. Burbidge.

STUDENT ROSTER

1931-32

* * * * *

Senior Class

Ades, Alva A. Wautoma, Wis.
Anderson, Geraldine D. Wheeler, Wis.
Anderson, Albert O. Menomonie Wis.
Anderson, Ethel O. Crosby Minn.
Anderson, Myrtle Colfax, Wis.
Andreassen, Laura S. Menomonie, Wis.
Baker, Alfred O. Menomonie, Wis.
Beinert, Carl J. Waupun, Wis.
Betterley, Melvin L. Elmwood, Wis.
Bingham, Arverne G. Menomonie, Wis.
Biwer, George Wausau, Wis.
Bowers, Hayden J. Eau Claire, Wis.
Bricker, Dernice G. Park Falls, Wis.
Bruness. Clarence T. Washburn, Wis.
Butenhoff, John E. Milwaukee, Wis.
Cairelli, Eremeldo Kenosha, Wis.
Cole, Dorothy M. Goodman, Wis.
Cress, Marion G. Ellsworth, Minn.
Cronk, R. Jefferson Menomonie, Wis.
Cronk, Marjorie F. Menomonie, Wis.
Curran, Elizabeth C. Menomonie, Wis.
Cvengros, Steve A. Ironwood, Mich.
Dondlinger, R. N. Port Washington, Wis.
Doetze, Fred H. Whitewater, Wis.
Duenow, Rudolph F. Milwaukee, Wis.
Doyle, James Knoble Menomonie, Wis.
Dutton, Genevieve B. Menomonie, Wis.
Ellis, Donald F. Houlton, Maine
Evans, Janet Oshkosh, Wis.
Galloway, Gail Libertyville, Ill.
Gilbertson, Irma Black River Falls, Wis.
Gottschall, Franklin H. Boyertown, Penn.
Govin, Stephen Menomonie, Wis.
Graslie, Katharine Spring Valley, Wis.
Green, Daniel W. Menomonie, Wis.
Guelson, Stanley Madison, Wis.
Gunn, Robert L. Eau Claire, Wis.
Haase, Leon O. Wausau, Wis.
Hageness, Ervin O. Osseo, Wis.
Haggard, Mildred V. West Allis, Wis.
Haise, Esther E. Brillion, Wis.
Halverson, Earl C. St. Paul, Minn.
Hansen, Albert L. Menomonie, Wis.
Hansen, Emma H. Menomonie, Wis.
Hansen, Jessie Geraldine, Mont.
Healy, Marquette Antigo, Wis.
Henry, Doris Taylor Grove, Zion, Ill.
Herrmeyer, George Carl Clayton, Wis.
Hilgen, Gertrude Cedarburg, Wis.
Hill, Frances J. Colfax, Wis.
Hobart, Louise E. Lake Crystal, Minn.
Hoernemann, Carl Menomonie, Wis.
Hoeser, William F. Durand, Wis.
Hoger, Wesley Charles City, Iowa
Husko, Walter H. Biwabik, Minn.
Hyer, Harold A. Stevens Point, Wis.
Horky, Joe F. Boyceville, Wis.
Ida, Alfred E. Augusta, Wis.
Johnson, Albert D. Carrington, N. D.
Johnson, Fred H. Biwabik, Minn.
Kangas, Henry E. Biwabik, Minn.
Kellman, Gertrude H. Hibbing, Minn.
Kraker, Marian J. Gilbert, Minn.
Kukar, Anthony J. Gilbert, Minn.
Langenderfer, Finton Swanton, Ohio
Larsen, Gerald La Crosse, Wis.
Larson, Chester Allan Pewaukee, Wis.
Lehto, Laurie Gilbert, Minn.
Lind, Kathleen L. Menomonie, Wis.
Litchfield, Lorraine Eau Claire, Wis.
Longar, Jennie A. Eveleth, Minn.
Ludvigson, George Elk Mound, Wis.
Lundeen, Arvid F. Westboro, Wis.
McDonough, James R. Edgerton, Wis.
McClurg, Genevieve Menomonie, Wis.
Matson, Harold Gilbert, Minn.
Micheels, William J. Rusk, Wis.
Millar, Marshall W. Menomonie, Wis.
Murray, William E. Eau Claire, Wis.
Nelson, Ellen Crystal Falls, Mich.
Ness, Clarysse M. Hendricks, Minn.
Neudecker, Joseph A. Albert Lea, Minn.
Oja, Walter E. Virginia, Minn.
Ostrom, Alice J. Reads, Minn.
Palmer, Lewis P. Mankato, Minn.
Pierson, Eleanor Menomonie, Wis.
Quarters, Grace Superior, Wis.
Raddatz, Stanley Madison, Wis.
Radke, Edward R. Menomonie, Wis.
Randecker, Harold H. Stoughton, Wis.
Randecker, Harry G. Stoughton, Wis.
Raymond, Hugh G. Altoona, Wis.
Reick, Robert G. Ashland, Wis.
Roll, Carl L. Mayville, Wis.
Ryan, Florence Ann Redore, Minn.
Schmidt, Gladys L. Dundee, Minn.
Senty, Margaret S. Independence, Wis.
Slaughter, John Horton Douglas, Ariz.
Smith, Everett G. Chetek, Wis.
Spitznagle, Joseph Gilbert, Minn.
Stindt, Elmer J. Menomonie, Wis.
Towne, Frederick W. Eau Claire, Wis.

Trader, Gerald G. Chippewa Falls, Wis.
Venberg, Agnes M. Eveleth, Minn.
Verbrick, Florence Appleton, Wis.
Volp, Valeria Menomonie, Wis.
Vorachek, Emily Ann Milwaukee, Wis.
Wagner, Merlin Minot, N. D.
Wahl, Margrete Menomonie, Wis.
Wasmuth, Walter. Bayfield, Wis.
Weir, Hazel Henrietta Woodman, Wis.
Wike, Eldrid O. Colfax, Wis.
Will, Arthur H. Jefferson, Wis.
Zimmerman, Mabel J. Menomonie, Wis.
Zimmerman, Ray P. Oconto, Wis.

Junior Class

Ades, Evelyn R. Wautoma, Wis.
Anderson, Bert W. Menomonie, Wis.
Anderson, Evelyn A. Hopkins, Minn.
Aune, Walter J. Menomonie, Wis.
Ausman, Dorothy E. Elk Mound, Wis.
Baker, Otto P. Menomonie, Wis.
Barich, Dewey F. Hibbing, Minn.
Beedon, Alice Park Falls, Wis.
Belanger, Aurilien J. Eveleth, Minn.
Berg, Oswald Whitehall, Wis.
Berndt, James Menomonie, Wis.
Bonesho, Paulene W. Eau Claire, Wis.
Brandt, Harold C. Wakefield, Mich.
Branshaw, Wayne L. Elmwood, Wis.
Buros, Herman R. Superior, Wis.
Burbidge, Marie Menomonie, Wis.
Cantelon, Mary Elaine Warroad, Minn.
Carmody, Mary Anne Fennimore, Wis.
Chronquist, Minnie Poskin, Wis.
Cossette, George W. Hibbing, Minn.
Deans, F. Adele River Falls, Wis.
Decker, Lloyd Kenneth Menomonie, Wis.
Dehlinger, Arthur Wausau, Wis.
Dodson, Mary Jane Siren, Wis.
Doyle, Paul Q. Menomonie, Wis.
Ebmer, Catherine Virginia, Minn.
Fitzpatrick, Mildred Menomonie, Wis.
Florin, Vivian H. Cochrane, Wis.
Foeller, Jane Green Bay, Wis.
Francell, Charles Gilbert, Minn.
Funk, Gordon C. Rib Lake, Wis.
Griffeth, Francis E. Jacksonville, Ill.
Gulesserian, Mary Alice Madison, Wis.
Gutwasser, Velma Chippewa Falls, Wis.
Haase, Herbert W. Menomonie, Wis.
Hainer, Linton Eau Claire, Wis.
Hanson, Jerome S. Taylor, Wis.
Hansen, Reuben F. Alexandria, Minn.
Harmon, Charles E. Menomonie, Wis.
Harmon, Henry A. Eau Galle, Wis.
Harmon, John P. Eau Galle, Wis.
Harrison, Henry Menomonie, Wis.
Hebl, Lucille Marshall, Wis.
Henderson, Melvin C. Biwabik, Minn.
Hendrickson, Belinda I. Menomonie, Wis.
Henrickson, Esther Menomonie, Wis.
Hiekel, Marion L. Stoddard, Wis.
Himes, Lawrence L. Beach, N. D.
Hossman, Ruth E. Menomonie, Wis.
Howard, Roy E. Waukegan, Ill.
Howe, Henry Brodhead, Wis.
Hume, Edwin Osseo, Wis.
Iverson, James Howard Irene, S. D.
Jakoubek, Robert Phillips, Wis.
Jensen, Robert P. Boyceville, Wis.
Johnson, Gerhard Crystal Falls, Mich.
Johnson, Glenn L. Menomonie, Wis.
Knott, Melvin E. Menomonie, Wis.
Knutson, Claire Menomonie, Wis.
Lanckton, John Menomonie, Wis.
Langseth, Edna M. Worthington, Minn.
Larson, Louis J. Menomonie, Wis.
Lockhart, June Oshkosh, Wis.
Lopp, Lawrence J. Gilbert, Minn.
Lynum, Alice Baldwin, Wis.
McMahon, Margaret Menomonie, Wis.
McNab, Charlotte Taylor, Wis.
McNaughton, Raymond Eau Galle, Wis.
Madden, Dorothy Port Edwards, Wis.
Meyer, Irene Withee, Wis.
Miller, Karl J. Farmington, Minn.
Miller, William S. Baraboo, Wis.
Moe, Jean Chetek, Wis.
Murray, Robert S. Janesville, Wis.
Nauta, Clifford Waukegan, Ill.
Newby, Emma Moe Appleton, Wis.
Nichols, Dwight Jackson, Ohio
Olson, Miles O. Strum, Wis.
Olson, Vernon Wakefield, Mich.
Peterson, Eveline B. Oshkosh, Wis.
Ray, Virginia Burdick Menomonie, Wis.
Redgren, Darrel Menomonie, Wis.
Reinhold, Alfred Milwaukee, Wis.
Riter, Edith Belmont, Wis.
Robertson, Janet June Winnebago, Minn.
Roe, Gerhard Stanley, Wis.
Roith, John Bloomer, Wis.
Rosenfeldt, Edward Rib Lake, Wis.
Ross, Gordon Wisconsin Dells, Wis.
Rowe, Allard Eau Claire, Wis.
Rowe, William J. Hancock, Mich.
Schlumpf, August Durand, Wis.
Schroeder, Marie Ethel Granton, Wis.
Siro, Einar Elias North Hibbing, Minn.

Southern, George S.	Westby, Wis.
Stamstad, Oren	Black River Falls, Wis.
Steen, Harold W.	Osseo, Wis.
Steinbring, Lorraine	Fall Creek, Wis.
Stewart, George S.	Palmyra, Wis.
Stiles, Fred D.	Menomonie, Wis.
Tietz, Harold W.	Menomonie, Wis.
Vanek, Mrs Alice	Menomonie, Wis.
Vergin, Eleanor A.	Dallas, Wis.
Westman, Anne	Stambaugh, Mich.
Wenzel, Edwin	Superior, Wis.
Wills, Olive	Crystal Falls, Mich.
Wright, Spencer	Menomonie, Wis.
Zick, Ernest A.	North St. Paul, Minn.
Zimmerman, Ruth G.	Phelps, Wis.

Sophomore Class

Allen, Evelyn M.	Bessemer, Mich.
Amidon, Florence J.	Mineapolis, Minn.
Anderson, Russell L.	Menomonie, Wis.
Anderson, Ansel	Ashland, Wis.
Anderson, Kermit	Ashland, Wis.
Anderson, Selma	Osseo, Wis.
Baier, Erle W.	Eau Galle, Wis.
Barnhart, Elbert	Menomonie, Wis.
Bates, Alvina	Weston, Wis.
Baxter, William	Menomonie, Wis.
Beguhn, Bernhardt, A.	Menomonie, Wis.
Biwer, Edward	Wausau, Wis.
Boody, Dorothy	Hudson, Wis.
Bosselman, Ruth M.	Bassett, Wis.
Braker, Wayne C.	Menomonie, Wis.
Brierly, Robert	Downsville, Wis.
Brimer, Edward R.	Menomonie, Wis.
Bubeck, Martha M.	Cadott, Wis.
Bussey, Violette	Edgerton, Wis.
Cain, Dorothy R.	Menomonie, Wis.
Carlson, Clarence	Superior, Wis.
Carlson, G. Erhart	Ashland, Wis.
Clow, Richard Ashley	St. Paul, Minn.
Davis, Ivan W.	Lake Crystal, Minn.
Davis, Verna E.	Winnebago, Wis.
Decker, Gerald E.	Menomonie, Wis.
Dodds, Margaret E.	Tracy, Minn.
Dotseth, James	Knapp, Wis.
Ekern, Hollis D.	Cameron, Wis.
Ekern, Merlin O.	Cameron, Wis.
Good, Jean	Menomonie, Wis.
Graham, Ruth A.	Roberts, Wis.
Granoien, Edward O.	Menomonie, Wis.
Hagman, M. Marian	Kaukauna, Wis.
Hansen, Lavern M.	Menomonie, Wis.
Hanson, Maurice H.	Strum, Wis.
Harmon, Charles W.	Eau Galle, Wis.
Harms, Virginia M.	Grafton, Wis.
Heide, Irene C.	Kenosha, Wis.
Herman, Emma	Melrose, Wis.
Herriges, Rosanna	Menomonie, Wis.
Hicks, Willard E.	Pepin, Wis.
Hoernemann, Edmund	Menomonie, Wis.
Howison, Ruth B.	Menomonie, Wis.
Hoyt, Lawrence B.	New Auburn, Wis.
Hunt, Evelyn I.	Menomonie, Wis.
Ingalls, Gladys R.	Eau Claire, Wis.
Iverson, Herbert C.	Menomonie, Wis.
Jacobson, Russel A.	Menomonie, Wis.
Jensen, Norman	Milltown, Wis.
Johnson, Lilliy	Proctor, Minn.
Johnson, Raymond	Menomonie, Wis.
Johnson, Ruth	St. Peter, Minn.
Klatt, Dick G.	Menomonie, Wis.
Knoble, James	Chippewa Falls, Wis.
Kohl, Myra, M.	Marshfield, Wis.
Kronenberger, K.	Menomonie, Wis.
Larson, Roy O.	Menomonie, Wis.
Lee, Esther	Menomonie, Wis.
Lee, Louise C.	Catawba, Wis.
Lehocky, John G.	Ironwood, Mich.
Leonard, Marjorie	Ft. Atkinson, Wis.
Lind, Donald K.	Menomonie, Wis.
Lunke, Dale R.	Menomonie, Wis.
McCarty, Charlotte B.	Osceola, Wis.
McDonald, Annette	West Salem, Wis.
Madsen, Ova A.	Menomonie, Wis.
Maxwell, Blanche R.	Arkansaw, Wis.
Melges, Harriet L.	Redwood Falls, Minn.
Mikkelson, Gladys O.	Toronto, S. D.
Mittelstadt, Roy H.	Rusk, Wis.
Morris, Catherine E.	Virginia, Minn.
Nelson, Everis	Hurley, Wis.
Nelson, Mildred J.	Crystal Falls, Mich.
Nickel, Mildred E.	Green Bay, Wis.
Nienow, Inez	Hartland, Wis.
Nourse, Harvey L.	Bayfield, Wis.
O'Connor, John P.	Menomonie, Wis.
Okerlund, Ruth A.	Frost, Minn.
Olson, Howard C.	Menomonie, Wis
Olsen, Glen W.	Arcadia, Wis.
Owen, Helen M.	Downing, Wis.
Pahl, Alvin H.	Arcadia, Wis.
Pahl, Edwin A.	Arcadia, Wis.
Peck, Melvin A.	Menomonie, Wis.
Peterson, Bernie M.	Webster, Wis.
Purcell, Roderick	Zion, Ill.
Radtke, John O.	Rice Lake, Wis.
Rasmussen, Harold	Racine, Wis.
Rheil, Marian	Elmwood, Wis.
Roettiger, Marguerite	Fountain City, Wis.
Rolla, Alvin	Duluth, Minn.

Romine, Charles	Madison, Wis.
Roush, Marian F.	Webster, Wis.
Sandvig, Howard	Menomonie, Wis.
Schafer, Reuben J.	Milwaukee, Wis.
Scheftner, Arthur G.	Milwaukee, Wis.
Schnase, Helen V.	Ellsworth, Wis.
Schneider, Leo	Rice Lake, Wis.
Schwartz, Arthur H.	Menomonie, Wis.
Sissel, Forrest	Muscatine, Iowa
Sjostrom, Arline	Lafayette, Minn.
Skull, Edward J.	Aurora, Minn.
Smith, Earl E.	Waukegan, Ill.
Spreiter, Carmen	Menomonie, Wis.
Steeves, Borden	Ansonia, Conn.
Stepp, Dorothy A.	Eau Claire, Wis.
Storandt, Lila L.	Mindoro, Wis.
Stori, David E.	Menomonie, Wis.
Strozinsky, Harold H.	Menomonie, Wis.
Swanson, Myrtle M.	Stambaugh, Mich.
Tafel, Ruth	Chippewa Falls, Wis.
Thorsen, Asle	Stoughton, Wis.
Towne, George E.	Waupun, Wis.
Trastek, June	Manitowoc, Wis.
Trinko, Joseph	Menomonie, Wis.
Tweed, Clifford E.	Osseo, Wis.
Upson, William	Elkhart, Indiana
Valska, Howard R.	Altoona, Wis.
Very, June R.	Menomonie, Wis.
Voss, Mildred	Mayville, Wis.
Williams, Donald S.	Menomonie, Wis.
Wilson, Lloyd A.	Minong, Wis.
Wines, Lyle G.	Menomonie, Wis.
Woinowsky, Herbert	Menomonie, Wis.
Wolske, Merlin R.	Menomonie, Wis.
Zastrow, Harold G.	Superior, Wis.

Freshman Class

Alexander, Alice	Crystal Falls, Mich.
Alvord, Evelyn M.	Appleton, Wis.
Austria, Loraine I.	Omro, Wis.
Baker, Elmer,	Menomonie, Wis.
Beach, Harry A.	Madison, Wis.
Behringer, Charles	Manitowoc, Wis.
Berger, Lewis	Menomonie, Wis.
Bergerson, Ruth	Peshtigo, Wis.
Betterley, Ralph	Elmwood, Wis.
Bjornson, Clifford	Menomonie, Wis.
Boulanger, Marie J.	Casco, Wis.
Bradley, Doris	Menomonie, Wis.
Brenner, Carl J.	East Orange, N. J.
Bressler, Edward	Menomonie, Wis.
Brown, Marion	New Richmond, Wis.
Buller, Walter H.	Mountain Lake, Minn.
Charlick, Leroy E.	Highland, Mich.
Christopherson, Elizabeth	Superior, Wis.
Conway, T. Francis	Menomonie, Wis.
Corosolla, Earnest A.	Ironwood, Mich.
Curran, Frederick F.	Menomonie, Wis.
Damm, Lucille	Columbus, Wis.
Damm, Verna	Columbus, Wis.
DeLong, Ardis R.	Birchwood, Wis.
Dickson, Thomas A.	Elk Mound, Wis.
Dixon, Richard	Menomonie, Wis.
Diedrich, Helen	Menomonie, Wis.
Doyle, Eugene	Menomonie, Wis.
Dukerschein, Edith E.	Glen Flora, Wis.
Dukerschein, Louise	Glen Flora, Wis.
Ebert, Ernest	Superior, Wis.
Enli, Mildred	Menomonie, Wis.
Erpenbach, Loyd W.	Elk Mound, Wis.
Evenson, Roland	Cameron, Wis.
Feirer, Albert J.	Menomonie, Wis.
Fleming, Lucile	Glenwood City, Wis.
Forno, Rose Mary	Bessemer, Mich.
Frey, Philip	Milwaukee, Wis.
Gaertner, Heinrich J.	Neenah, Wis.
Garbers, Elvira M.	West Salem, Wis.
Geisert, Ruth W.	Menomonie, Wis.
Govin, James L.	Menomonie, Wis.
Green, Florence D.	Wausau, Wis.
Green, Jane	Menomonie, Wis.
Gunz, Virginia L.	Oshkosh, Wis.
Haase, Carl J.	Milwaukee, Wis.
Halvorson, Vivian	New Richmond, Wis.
Hanna, Allan	Oconto, Wis.
Hansman, Eleanor J.	Knapp, Wis.
Hansen, Paul B.	Menomonie, Wis.
Heitkamp Fae C.	Reedsburg, Wis.
Heller, Catherine A.	Chilton, Wis.
Henning, Janice	Fountain City, Wis.
Hugdahl, Elwood	Bensenville, Ill.
Hormann, Woodrus	Sleepy Eye, Minn.
Jach, Herbert E.	Tomahawk, Wis.
Jeffrey, Doris H.	Shullsburg, Wis.
Johnson, Edith M.	Mondovi, Wis.
Johnson, Grace A.	Bessemer, Mich.
Johnston, James L.	Buffalo, Minn.
Keller, Harry	Menomonie, Wis.
Koss, Isabelle A.	Algoma, Wis.
Larson, Adelaide R.	Duluth, Minn.
Larson, Francis E.	Menomonie, Wis.
Larson, Viola	Minneapolis, Minn.
Lake, Lloyd	Boyceville, Wis.
Ledin, Clarence T.	Superior, Wis.
Leonard, Ruth	Windsor, Wis.
Lewis, Henry	Ypsilanti, Mich.
Lien, Edward	Brainerd, Minn.
Lotwin, Gertrude	Menomonie, Wis.
Lohr, Karl T.	Battle Creek, Mich.

Lohrie, Benjamin T.	Elmwood, Wis.
McArthur, Marian	Villa Park, Ill.
McClellan, Clarence F.	Menomonie, Wis.
MacDonald, Florence L.	Spooner, Wis.
Marwin, Helen	Minneapolis, Minn.
Mau, Eileen F.	Elk Mound, Wis.
May, Russel W.	Downing, Wis.
Medla, John	Cudahy, Wis.
Meyer, Clarence W.	Elk Mound, Wis.
Miheve, Joe	Wakefield, Mich.
Miller, Janet M.	Menomonie, Wis.
Millar, Donald R.	Menomonie, Wis.
Mittelstadt, Genevieve	Menomonie, Wis.
Moser, Margaret Ann	Milwaukee, Wis.
Murphy, Ellen	Superior, Wis.
Nelson, Anita	Menomonie, Wis.
Nelson, Elvira	Crystal Falls, Mich.
Neverdahl, James	Menomonie, Wis.
Nichols, Alice M.	Mt. Hope, Wis.
Oass, Leonard T.	Menomonie, Wis.
Olsen, Emil C.	Elcho, Wis.
Olson, Loren	Wheeler, Wis.
Olson, William E.	Ironwood, Mich.
Otterholt, George	Chetek, Wis.
Pearson, William	Superior, Wis.
Peterson, Athelyn	Crosby, Minn.
Peterson, Charles R.	Rib Lake, Wis.
Peterson, Orelle,	Menomonie, Wis.
Pinter, Marie H.	Stanley, Wis.
Puhl, Lester G.	Menomonie, Wis.
Reimer, Marguerite L.	Oshkosh, Wis.
Richert, Marlys R.	Menomonie, Wis.
Robertson, Elsie	Menomonie, Wis.
Rooney, Wanda	Chippewa Falls, Wis.
Rowe, Charles W.	Beloit, Wis.
Sack, Harold J.	Savannah, Georgia
Sahlie, Hugh	Wheeler, Wis.
Salzman, Dorothy	Beecher, Ill.
Schillingstad, Violet	Leola, S. D.
Schultz, Willard	Menomonie, Wis.
Schmutz, Hermina	Downsville, Wis.
Schroeder, Delta	Platteville, Wis.
Shaw, Francis	Fond du Lac, Wis.
Shannon, Olive	Crosby, Minn.
Smith, Clark L.	Menomonie, Wis.
Smith, Ervin W.	Shawano, Wis.
Solberg, Basil	Elk Mound, Wis.
Stackestad, Marjorie E.	Ashland, Wis.
Springer, Charles A.	Menomonie, Wis.
Steele, Phyllis	Warroad, Minn.
Stepanek, Libby	Antigo, Wis.
Stokke, Luella	De Soto, Wis.
Strese, Dorothy D.	Durand, Wis.
Swanson, Jerome C.	Baldwin, Wis.
Swenson, Erling E.	Madison, Wis.
Swiston, Mary E.	Washburn, Wis.
Trinko, Paul A.	Menomonie, Wis.
Voight, Velma	Menomonie, Wis.
Watson, Grace K.	Appleton, Wis.
Wild, Magdalena	West Allis, Wis.
Wolske, Lawrence	Menomonie, Wis.
Woodworth, H. Black	River Falls, Wis.

Special Students

Anderson, Stuart	Menomonie, Wis.
Andreassen, Dagny C.	Menomonie, Wis.
Averill, Eleanor	Menomonie, Wis.
Becker, James A.	La Crosse, Wis.
Blosmo, Mrs. Elsie	Menomonie, Wis.
Bridgeman, Maurice	Menomonie, Wis.
Carter, Mrs. Anne	Menomonie, Wis.
Chamberlin, Robert	Menomonie, Wis.
Daugherty, Paul L.	Boscobel, Wis.
Davison, Scott	Menomonie, Wis.
Ellsworth, H.	Chippewa Falls, Wis.
Goodrich, Erle W.	Durand, Wis.
Gray, Phyllis	Menomonie, Wis.
Hardies, Harold A.	Menomonie, Wis.
Harmon, Ralph	Menomonie, Wis.
Hockel, John Lee	Menomonie, Wis.
Hylland, Chester O.	Menomonie, Wis.
Hylland, Olive P.	Menomonie, Wis.
Hylland, Lillian	Menomonie, Wis.
Jeatran, Sophie	Menomonie, Wis.
Johnson, Cyril W.	Menomonie, Wis.
Larsen, Eloise Loretta	Menomonie, Wis.
Meyer, Louis Adolph	Elk Mound, Wis.
Moe, Harry Stanley	Menomonie, Wis.
Moody, Cordelia Ann	Menomonie, Wis.
Morisette, Clifford W.	West Allis, Wis.
Nelson, Paul C.	Menomonie, Wis.
Pettibone, Della Decker	Menomonie, Wis.
Pierson, Theodore K.	Menomonie, Wis.
Radke, Richard O.	Menomonie, Wis.
Sieberns, Lillian	Spring Valley, Wis.

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CALENDAR FOR 1932-33

Twenty-seventh Annual Summer Session
Begins June 20, 1932 - Ends July 29, 1932

Thirtieth Regular Session
Begins September 13, 1932 - Ends June 2, 1933

First Semester Ends January 27, 1933
Second Semester begins January 30, 1933

Holiday Vacation begins December 16, 1932
Classes resume on January 3, 1933

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